

TEACHER'S GUIDE



PEABODY LANGUAGE DEVELOPMENT KITS—REVISED

SENIOR AUTHOR *Lloyd M. Dunn*

LEVEL P

Contents

Preface

Part I

Introduction, Program Description, and Teaching Guidelines 1

Program Overview 1

Major Changes in the Program 2

K-1 Materials and Their

Purposes of the Program 3

Target Populations 10

Pupils 10

Instructors 10

Guidelines for Teaching the Lessons 10

Lesson Preparation and Modification 11

Appropriate Setting and Atmosphere 11

Organizing the Lessons 12

Teaching the Activities by Skill and Subject Strands 12

Lesson Plan Format for Teachers 13

Encouraging and Reinforcing Pupil Participation 13

Individualizing Instruction 14

Guidelines for Competency Testing 16

Guidelines for Using the Chalk Chaps, Puppets, and Music 17

Teaching the Program to Handicapped Children 19

Evaluation of Program Effectiveness 20

A Request

Part II

Rationale and Research

Rationale 23

The Need for

The Framework

Efficacy Research 26

Early Studies 26

Efficacy studies on the experimental edition

of Level P 28

MRIO efficacy studies on the experimental

edition of the original Levels 1, 2 and 3

independent research on the experimental

of Level 1 32

Later Research 34

Later research on Level P 34

Later research on Level 1 34

Later research on long-term PLDK effects 39

Overall Research Analysis 43

Notice 43

KATHRYN B. HORTON, M.S.

Associate Professor of Speech and
Language Pathology, Vanderbilt
University, Nashville, Tennessee.

Coordinator of Level P

LLOYD M. DUNN, Ph.D.

Affiliate Professor of Special
Education, University of Hawaii
at Manoa, Honolulu, Hawaii.

Senior Author of the Series

JAMES O. SMITH, Ed.D.

Professor of Special Education,
University of New Mexico,
Albuquerque, New Mexico.

AGS

American Guidance Service
Circle Pines, MN 55014

Peabody Language Development Kits – Revised

TEACHER'S GUIDE LEVEL P

Contents

Preface

Part I

Introduction, Program Description, and Teaching Guidelines 1

Program Overview	1
Major Changes in the Revision	2
Kit Materials and Their Uses	3
Purposes of the Program	8
Target Populations	10
Pupils	10
Instructors	10
Guidelines for Teaching the Lessons	10
Lesson Preparation and Modification	10
Appropriate Setting and Atmosphere	11
Organizing the Lessons	12
Teaching the Activities by Skill and Subject Strands	12
Using the Focus Statements	13
Encouraging and Reinforcing Pupil Participation	13
Individualizing Instruction	14
Guidelines for Competency Testing	15
Guidelines for Using the Color Chips, Puppets, and Music	17
Teaching the Program to Handicapped Children	19
Evaluation of Program Effectiveness	20
A Request	21

Part II

Rationale and Research 23

Rationale	23
The Need for Oral Language Intervention	24
The Framework for the PLDK-R Series	25
Efficacy Research on the Original Editions	27
Early Studies	28
Efficacy studies on the experimental edition of Level P	28
IMRID efficacy studies on the experimental and commercial editions of the original Levels 1, 2 and 3	29
Independent research on the experimental version of Level 1	32
Later Research	34
Later research on Level P	34
Later research on Level 1	34
Later research with a combination of levels and with Levels 2 and 3	36
Later research on unspecified levels	39
Later research on long-term PLDK effects	39
Overall Research Analyses	41
Notice	43

References 43

Appendixes 53

Appendix A: Acknowledgments	53
Appendix B: Manipulative Materials	55
Appendix C: Visual Materials	57
Appendix D: Auditory Materials	62
Appendix E: Classification of PLDK-P Activities by 25 Skill Areas	67
Appendix F: Classification of PLDK-P Activities by 41 Subject Areas	71
Appendix G: Summary of Activities	74

Preface

The original edition of Level P of the *Peabody Language Development Kits* was published in early 1968 after two years of development, field testing, research, and consequent revision. Level P and the other levels of PLDK were written in response to a recognized need to improve the oral language and cognitive skills of young children, especially those from non-Standard-English-speaking backgrounds.

During the first half of the century, preschool education was designed primarily for children of the middle class; in recent years, however, radical changes have occurred in our perceptions of the value of early education. Many people are now convinced that education before age six significantly influences later school performance in all children, particularly those from the lower economic strata. The development of oral language skills is seen to be a significant need of these children. The importance of early education and language development for handicapped children also became apparent during the late 1960s and the 1970s. Implementing the right of all children to quality preschool education has become a major objective not only in the United States but also in many other societies.

Since its publication in 1968, Level P of the PLDK series has enjoyed widespread use in both general and special preschool programs in the United States and abroad. But over these 13 years, the attitudes and values of our society have changed. We have become more sensitive to both overt and subtle ways in which we teach and reinforce discrimination and prejudice. We have also become even more aware of the need to realize in full the cognitive potential of all children in preparation for the 21st century. The 1981 edition of Level P of the revised PLDK series addresses these issues.

K.B.H./L.M.D./J.O.S.

1/81

PART I

Introduction, Program Description, and Teaching Guidelines

It is not programs but teachers who teach, and this *Teacher's Guide* has been written with that idea in mind. This guide is to enable you to teach effectively Level P of the revised PLDK series (PLDK-R) to help preschoolers develop cognitive and oral language skills. The guide has two parts. Part I describes and explains the program's features and instructional materials, and offers guidelines for teaching the lessons. Part II summarizes the findings of almost two decades of research on the effectiveness of the original PLDK series. We recommend that teachers reread Part I several times during the course of using the 360 lessons.

Like the original edition, PLDK-R has four levels: P, 1, 2, and 3. Each level has its own *Teacher's Guide*; the four guides have certain similarities (as could be expected in a series of instructional programs), but Part I of each guide deals with areas specific to that level. Part II, the section on rationale and research, is identical in all four guides.

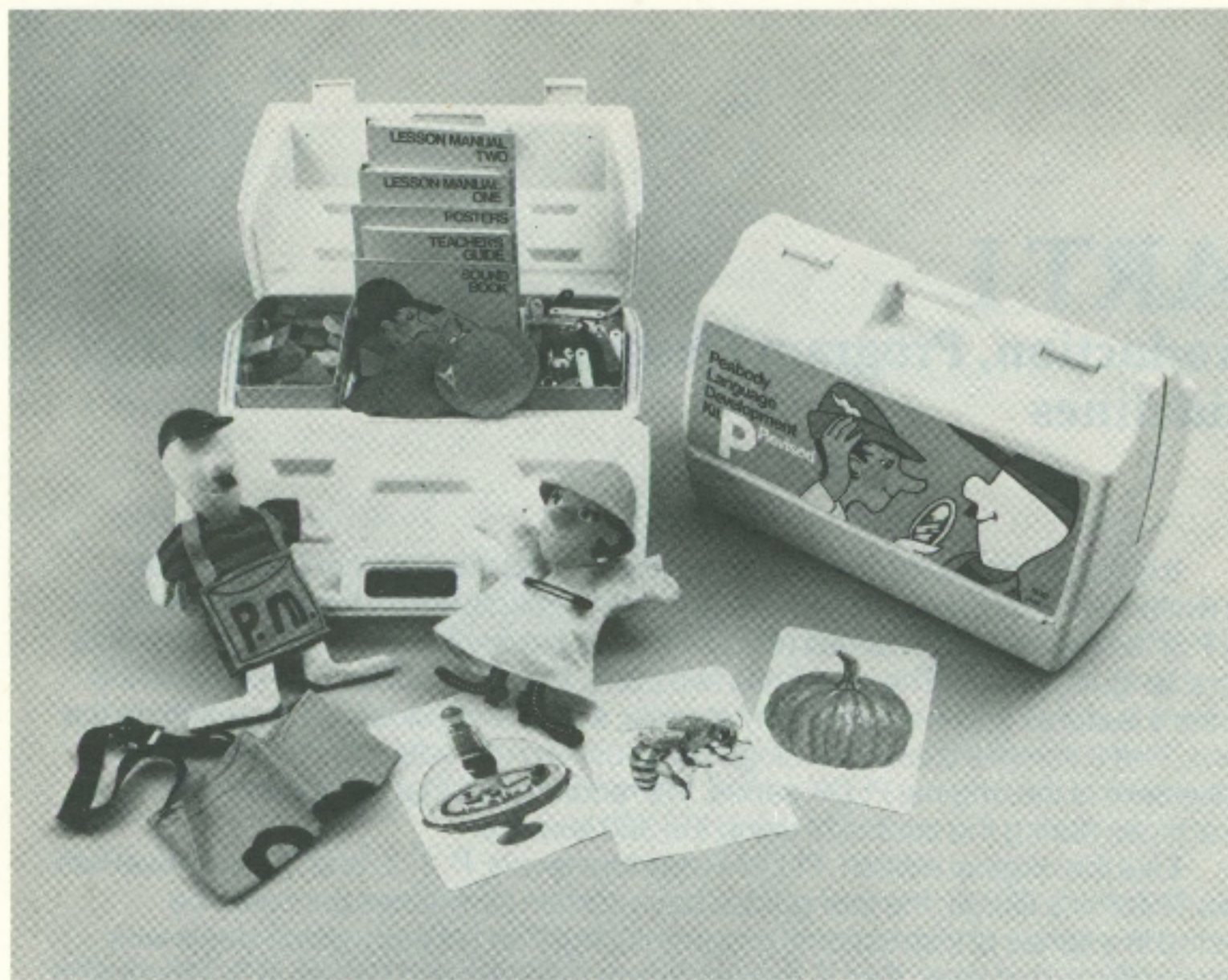
Program Overview

Like its predecessor, the revised edition of Level P of the PLDK series is a self-contained, comprehensive program of lessons and accompanying instructional materials. It is designed to stimulate both language and cognitive development in groups of children whose proficiency in Standard English is at about the four-to-five-year level at the program's outset. It is also useful for above-average children who enter the program at about age three.

Level P contains 360 lessons, each with two activities. The program may be taught in two years by using one lesson per day, or it may be completed in one year by using two lessons per day. Depending on group size, each lesson requires an average of about 30 to 40 minutes.

Each lesson has been written in sufficient detail for use by aides and inexperienced teachers. We encourage the experienced user to adapt the activities to meet the needs of the children in the group. The lessons are designed to be taught in classroom settings to groups of about 20 children, with 10 to 14 being the ideal class size to ensure maximum participation of each child.

We strongly recommend that the lessons be taught in sequence, since they become progressively more difficult. A second reason for teaching the lessons in order is that the activities have been developed in strands — later activities build



Level P cases and materials

upon what has been taught in earlier ones. For those who need specific types of activities or who choose not to teach the lessons in sequence, the 720 activities have been indexed by *skill* and *subject* categories.

Major Changes in the Revision

This revision of Level P substantially retains the rationale and organization of the original edition. To improve the original, the following 12 major changes were made:

1. The difficulty of the lessons has been increased to challenge today's more sophisticated children, and to make the activities more appropriate for preschoolers with Standard English backgrounds.
2. Variations have been frequently suggested at the end of activities to make the tasks easier or harder, so that a much wider range of individual differences can be accommodated.
3. Virtually all the activities are new or extensively revised. Only about half are based on original activities.
4. In response to strong demand, lesson content has been spelled out in greater detail so that aides can use the kit more easily than before.
5. Each activity is introduced with a focus statement that briefly summarizes its content.

6. All the activities have been indexed by skill and subject so that users who wish to can select specific types of activities to teach.

7. A concerted effort was made to remove sexual, racial, ethnic, and age biases from the lessons, art, and recordings.

8. Many materials have been added or changed, including manikins, puppets, posters, and stories.

9. Nearly all the picture cards are new, with art that is up-to-date and realistic.

10. Duplication of picture cards with other levels has been dramatically reduced; only a few cards are used in more than one level.

11. Most written language and nationalistic content have been removed from the pictures to make the program more suitable for use in other countries.

12. All the packaging is new, including the two roomy, attractive plastic cases that make the materials more accessible.

Kit Materials and Their Uses

The two *Lesson Manuals* and this *Teacher's Guide* are the core of the Level P program. Besides these, there are 15 types of materials, which fall into three categories: visual, manipulative, and auditory. These materials are charted in Figure 1.1 and listed in the appendixes. In the following pages, we discuss the kit components in terms of their physical appearance, reason for inclusion, and use in the program. Level P's variety of instructional materials not only makes it possible for you to take a multi-sensory approach to teaching but also allows you to match materials to the individual needs of your children.

Manipulative Materials

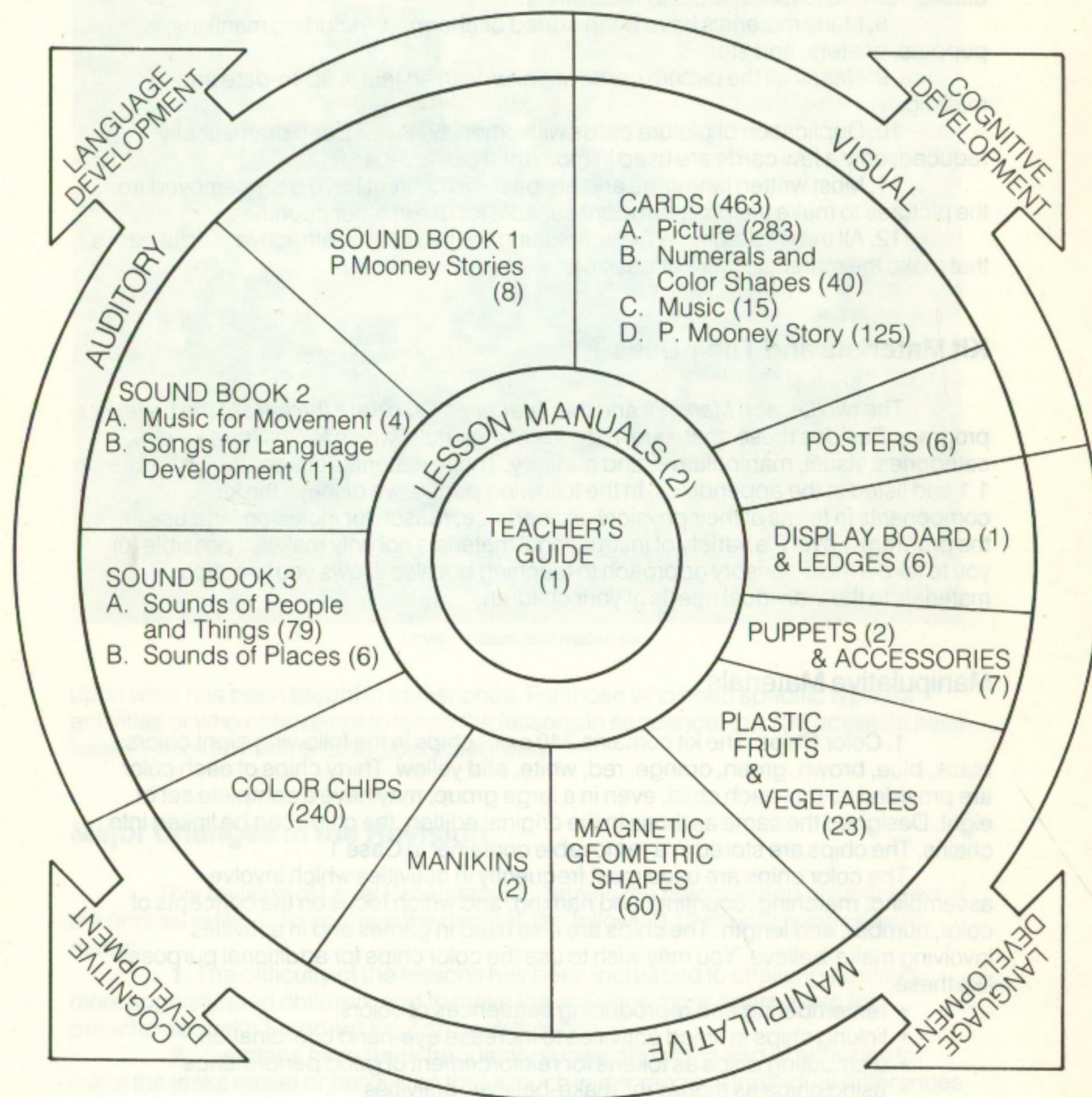
1. Color Chips. The kit contains 240 color chips in the following eight colors: black, blue, brown, green, orange, red, white, and yellow. Thirty chips of each color are provided so that each child, even in a large group, may have a complete set of eight. Designed the same as those in the original edition, the chips can be linked into chains. The chips are stored in a removable container in Case 1.

The color chips are used most frequently in activities which involve assembling, matching, counting, and naming, and which focus on the concepts of color, number, and length. The chips are also used in games and in activities involving make-believe. You may wish to use the color chips for additional purposes like these:

- remembering and reproducing sequences of colors
- linking chips in timed activities to increase eye-hand coordination
- distributing chips as tokens for reinforcement of good performance
- using chips as money in "make-believe" activities
- classifying chips by color and/or number

2. Manikins. The Level P kit contains two manikins: one that is disassembled and one that is movable. The disassembled manikin has 11 body parts, six facial features, and three hairstyles. The facial features and hairstyles are mylar and will adhere to the surface of the head. The movable manikin is hinged at eight body points

Figure 1.1
Instructional materials for Level P of the *Peabody Language Development Kits* — Revised



and is shown in profile. Both manikins are housed in Case 2, and are backed with magnets which allow them to adhere to the surface of the display board.

The manikins can be an aid in teaching about body parts (their locations and functions) and demonstrating the actions of which the human body is capable. The disassembled manikin may also be used in activities which focus on identifying missing or inaccurately placed parts. Since the movable manikin can be posed in

many ways, it may be used not only to decide whether certain positions are humanly possible, but also to list all the actions that are suggested by a manikin pose. In fact, we feel that the main usefulness of the movable manikin lies in demonstrating actions: kneeling, running, jumping, sleeping, crawling, reaching, stretching, sitting, lying, and many others.

3. Display Board and Magnetic Ledges. The Level P kit includes a display board and six magnetic ledges for displaying the cards, the posters, the disassembled and movable manikins, and the magnetic geometric shapes. The board measures 24" x 32" (60 cm x 81 cm), and can accommodate at any one time the 60 magnetic geometric shapes, or one or both of the manikins. The metal, table-model board has an easel base and an off-white, washable surface. The six magnetic ledges are each 16" (40 cm) long and will conveniently hold the cards on either the display board or on a metallic chalkboard.

Fifteen cards can be shown at one time on the six ledges, which may also be used to affix the posters to the board for display. The board and ledges are used in most of the program activities to support the use of other materials.

4. Magnetic Geometric Shapes. The kit's 60 geometric shapes come in four different shapes (circle, square, triangle, and rectangle), three sizes, and five colors (black, blue, green, red, and yellow). The shapes are stored together in a removable container in Case 1. They may be used to teach the concepts of shape, color, number, size, length, width, and height. Their sizes were chosen for maximum flexibility and for safe use with young children.

The magnetic shapes may be used for matching by color, size, and/or shape. They can be classified by color, shape, size, and number and formation of sides. The shapes can also help teach counting and number concepts, sequencing and predicting sequences, comparing, developing eye-hand coordination and visual-perceptual skills, and imaginative design-building.

5. Plastic Fruits and Vegetables. The 23 plastic fruits and vegetables — eight different kinds of fruit and five vegetables — are stored in plastic containers in Case 2. All 23 pieces are too large to swallow and are therefore safe for young children.

Once the children are able to identify each fruit and vegetable by name, you can use these materials to teach concepts of color, relative size, length, and comparison. By having the children identify a fruit or vegetable by touch alone, you may improve their tactile perception.

The fruits and vegetables are useful in activities that call for sequencing or classifying. They may also be discussed in terms of when or at which meal each would probably be eaten, and are useful as props when the children engage in dramatic play.

6. Puppets and Accessories. Level P has two puppets with five accompanying accessories. Dressed in his red-and-blue striped shirt and cap, P. Mooney stands ready to help and care for others. As in the original edition, P. Mooney has neither eyes nor ears, yet he can see and hear. His adventures stem from his helping and caring attitude, a characteristic which readily endears him to children.

This edition introduces Zoey, whose name is derived from the Greek word *zoe*, meaning "life." As her song explains, Zoey's three hats — for discovery,

thinking, and action — represent three important aspects of problem solving. Zoey is excited about exploring life.

The two puppets are devices of stimulation and motivation. We recommend that early in the school year you place them in a prominent position in the classroom, so the children may become familiar with the two characters. P. Mooney and Zoey may be used to introduce and close each lesson. The puppets are also highly effective (especially early in the year) with children who are shy, withdrawn, or whose attention spans are short. P. Mooney is used often in lessons which involve describing, naming, talking, and following directions. Zoey appears regularly in thinking, imagining, and problem-solving activities.

The heads of both puppets can be washed in a mild detergent with a soft cloth. To ensure long life, the puppets should be stored in Case 1, away from dust and strong sunlight.

The P. Mooney bag is made of durable, soil-resistant cloth and has an adjustable strap which allows it to be worn by teachers or children. It is large enough to hold 100 cards, the fruits and vegetables, the magnetic shapes, or whatever you wish. The bag is useful for activities involving memory or the recognition of objects by touch. It is especially useful for holding "surprises" or any materials being introduced.

The P. Mooney stick is made of durable, molded plastic and has a replica of P. Mooney's head at one end. Its "magical" ability to "transform" people and things makes it suitable for all activities that involve pantomiming and imagining.

Visual Materials

1. Picture Cards. The kit contains 283 sturdy, full-color, realistic picture cards that are varnished to ensure long life. The cards fall into eight categories: animals, clothing and accessories, face pairs, foods, household items, people, toys, and vehicles.

The card size has been increased to approximately 8" x 9" (20 cm x 23 cm), allowing most items to be recognized by children at some distance from the teacher. Care has been taken to avoid showing extraneous features which may lead children to label incorrectly, or which may distract their attention from the main subject. Each art piece has been carefully researched and realistically drawn. Artwork of people shows them in the ethnic and racial proportions recorded by the United States Census; handicapped people are also depicted.

Early in the program, the cards are used in activities which involve naming, describing, matching, identifying, and talking. In later lessons, they are extensively used in relating, classifying, sequencing, brainstorming, and thinking activities.

2. Numerals and Color Shapes Cards. The kit contains 40 cards used to teach the concepts of number, shape, and color. They are especially useful for activities involving matching. The cards allow numbers to be matched both as numerals and as counted shapes, and may be used for direct matching of colors and shapes. The cards may also be used for counting and sequencing activities, and to reinforce the meanings of *more* and *less*, *most* and *least*, *before* and *after*, and *first* and *last*. Used with the song "Find That Shape (Color, Number)," the cards can reinforce the children's understanding of colors, shapes, and numbers. The last 10 cards of the series may also be adapted for bingolike games when used with the color chips and/or magnetic geometric shapes.

3. Music Cards. The 15 music cards accompany the program's character songs, songs for language development, and music for movement. As well as giving information on each piece, the cards provide alternate introductions more detailed than what is given in the lessons, and suggest other ways of using the music. We recommend that you use the cards as resources for extended use of the songs and music.

4. Story Cards. The 125 story cards accompany the eight P. Mooney stories. P. Mooney is the main character in the stories, which detail the ways he uses his magical P. Mooney bag and P. Mooney stick to help others. The narrative, printed in easy-to-read type, is given on the reverse side of each story picture card.

Besides accompanying the recorded stories, the story cards are primarily used in describing, retelling, and sequencing activities. They may also be used as aids for remembering and acting out the stories.

5. Posters. Level P contains six large posters printed on both sides of three heavy-duty, plastic-coated paper sheets. The posters show the four seasons and a variety of places, and include many details of interest to young children. They are used for labeling and describing animals, people, actions, and seasons. Each poster has a recorded sound effects sequence in Sound Book 3.

In most lessons introducing posters, the P. Mooney stick is used to "transport" everyone to the scene shown. The first lesson about a poster usually involves careful observation and naming. In-depth questioning about what is shown on the poster leads the children to tell about their own experiences in similar places or seasons.

Auditory Materials

Level P auditory materials are housed in three Sound Books whose contents are listed in the Appendixes. Information about content and instructions on correct use may be found in the books themselves.

1. Sound Book 1: P. Mooney Stories. Each of the eight newly recorded stories is recorded on one page of Sound Book 1. Early presentation of the stories combines use of the recordings with the story cards. Later, only the recordings are used. The appealing quality of these recordings makes them effective not only in presenting story content, but also in developing listening skills such as comprehension and retention.

2. Sound Book 2: Songs for Language Development and Music for Movement. Sound Book 2 contains 10 new pieces of music and several revised songs from the original edition.

The three character songs are used to heighten the children's interest in P. Mooney, Zoey, and Elbert the Elephant. "I'm P. Mooney" describes him. "Zoey" tells how her three hats signal whether she is thinking, taking action, or discovering something. "Elbert's Song" points out the importance of listening.

The eight songs for language development focus on the basic linguistic patterns emphasized in Level P. When repeated often, these songs provide

opportunities to practice and reinforce correct language forms. Important processes used in the songs include classifying, following directions, remembering, and listening.

The four new pieces called "Music for Movement" introduce children to a variety of rhythms and ethnic musical styles. The pieces are designed to develop and reinforce children's auditory skills and to provide evocative backgrounds for dances, pantomimes, and other activities involving body movement.

3. Sound Book 3: Sounds of the Environment. Level P's sound effects include sounds of people and things, and sounds of places. The 79 sounds of people and things are in six categories: animals, home, actions, voices, toys, and vehicles. The sounds are realistic and have been recorded with no extraneous background noises. Each is repeated more than once to allow time for thoughtful identification. Each of the sounds has an accompanying picture card. Using sound effects and pictures in combination allows children to match sounds with their origins. Activities using the sound effects might include recalling sound sequences, brainstorming possible sources of each sound, and making up stories about one or more sounds.

The sounds of places are auditory companions of the six posters. Each band has eight to 10 sounds occurring in relatively quick progression against a continuing background sound. The listening task involves distinguishing foreground sounds, assimilating sounds presented in quick succession, and scanning the corresponding poster to locate the visual source of each sound.

The variety of sound materials makes many kinds of listening activities possible. We suggest that you present the individual sounds before introducing poster sound sequences because of the differences in difficulty.

Purposes of the Program

The PLDK-R program has two main purposes:

1. The primary aim is to stimulate overall oral language skills in Standard English. Especially noticeable should be the improved ability of the children to express ideas in sentences. The program neither drills on rules of grammar, nor stresses speech correction or phonology. Instead, a balanced array of activities is built into the lessons.

2. The second aim of the program is to advance the children's cognitive skills about a year per level. Again, a balanced approach to lesson construction was adopted. Activities do not concentrate on a few skills, such as memory training or brainstorming. Instead, the intent is to stimulate a broad range of divergent and convergent cognitive abilities.

It is not a primary aim of the PLDK-R series to enhance academic skills. The research, reported in Part II of this guide, does provide some limited evidence that this happens incidentally. On the one hand, it can be argued that children should improve in reading and mathematics skills if they can listen, talk, and think better. On the other hand, the language lessons give no practice in reading, and instruction in arithmetic is incidental to the two main purposes of the program. Obviously, the academic subjects need to be taught well in their own right. We believe the Peabody program will have served its two main purposes if it helps children communicate their ideas more effectively and think more logically.

Table 1.1
Appropriate level of the PLDK-R series to use with different groups of children with learning disability, depending upon their cognitive and linguistic proficiency in Standard English, and years needed to complete each level

Age of the children and youth	Cognitive and Linguistic Proficiency in Standard English			
	Borderline	Mild disability	Moderate disability	Severe disability
	85*	70*	55*	40*
5-0 to 5-11	P			
6-0 to 6-11	P 1	P 1		
7-0 to 7-11	1 2	P 1 2	P	
8-0 to 8-11	2 3	1 2 3	P	
9-0 to 9-11	3	2 3	P 1	
10-0 to 10-11		3	P 1	
11-0 to 11-11			1 2	
12-0 to 12-11			1	
13-0 to 13-11			2 3	
14-0 to 14-11			2	
15-0 to 15-11			3	
16-0 to 16-11				No level recommended for use without considerable modification
17 and over				

*These values are standard score equivalents (IQs or LQs)

Target Populations

Pupils

Level P is the first program in the four levels of PLDK-R. It is designed to stimulate oral language and cognitive development among groups of children whose cognitive and linguistic proficiency in Standard English is at approximately the four-to-five-year level at the outset of the program. Thus, four-year-old children with average ability and Standard English backgrounds will find the Level P lessons challenging. This program is also designed for five-year-olds who come from backgrounds where a dialect of English, or a language other than English, is spoken in the home. It should also be effective with somewhat older children who have limited proficiency in Standard English, or who have mild to moderate learning disabilities. Bright three-year-olds should also find Level P stimulating.

Instructors

The Level P lessons are intended primarily for regular and special education teachers, Head Start and day-care instructors, and other educators of young children. Community volunteers, teacher aides, and parents can also effectively use the program because the lessons and this *Teacher's Guide* are written in considerable detail. All users of Level P will increase the effectiveness of the lessons if they prepare in advance by thoroughly reviewing each lesson and organizing the materials needed, teach the lessons accurately and enthusiastically, and manage the pupils effectively.

Instructors do *not* need to attend specialized workshops or see training films before using the program. In fact, we do not recommend that such devices be used because they tend to stereotype teaching approaches. Instead, if you want more orientation than a careful study of the kit's guide, lessons, and materials provides, arrange to observe several teachers experienced in the use of the program.

Guidelines for Teaching the Lessons

Over a period of more than a decade, the following effective teaching procedures have evolved, and we recommend you become thoroughly familiar with the lessons before attempting to teach them. Furthermore, instructors with limited experience should restudy these guidelines at least twice more during the course of teaching the program, at evenly spaced intervals.

Lesson Preparation and Modification

Although Level P lessons are written in considerable detail, it would be unfair to your children to present a lesson without adequate preparation. If the children are to learn from a lesson, its intent and focus need to be clear in your mind. You cannot study a lesson while teaching it and expect good results. Each lesson should be taught in a natural, enthusiastic, relaxed, and smooth-flowing manner, and this may best be achieved through advance preparation.

We encourage you to follow the lessons as outlined in the manuals, making marginal notes as needed. We also encourage those of you who are experienced

teachers and language specialists to create activity variations as soon as you feel comfortable doing so.

We offer these suggestions for lesson preparation:

1. Study the lesson when you are not likely to be interrupted. If you wish, mark the activity parts you plan to emphasize.
2. Review the needs of the children in your group, planning for those who require special attention.
3. Consider each activity and think about whether it should be modified or extended to fit your group's particular needs.
4. Assemble all materials. Recordings should be set up to play, so the flow of the lesson will not be interrupted. Note any key preparation statements detailing the need for extra time and preparation.
5. As you present each activity, evaluate it from the children's perspective as well as from your own. Doing so will make you better able to adapt the lesson to meet the children's needs as well as the lesson's objectives.

In summary, the lessons are written for both inexperienced and experienced users. We do not believe, however, that success can only be achieved by teaching the lessons exactly as written. We encourage you to adapt the activities to your own teaching style without sacrificing the intent or objective of the lesson.

Appropriate Setting and Atmosphere

We feel that each language lesson should be viewed as a special time, an enjoyable break from the day's conventional activities. Try to create a gamelike atmosphere for as many activities as possible. Language time should give the children more opportunities to talk and move about than are usually allowed. Remember that the setting and atmosphere are as important as the materials in making a lesson successful. To create this pleasant environment, keep these principles in mind:

1. Whenever possible, have the children sit close to you in order to increase eye-to-eye contact. The group might sit on mats, cushions, or on the floor. In any event, the lessons should be conducted in a place relatively free of noise and other distractions. In special education settings, a specific area in the room may be reserved for language time.

2. A teacher's manner and attitudes are highly contagious. Be sure to join in the fun with smiles, laughter, and supporting statements. Above all, be enthusiastic and energetic.

3. Teachers are models for children. The way you talk influences the way your children will speak. Your diction and sentence structure should be clear and your tone of voice pleasant. You may wish to tape record yourself during a lesson in order to evaluate your way of speaking.

4. Maintaining group attention is important. The kit materials will help you do so, but equally important is the enthusiasm with which you present the lesson. If your group is easily distracted, you may wish to take a break between the lesson's two activities. But remember that children pay attention to what interests them — so be an interesting teacher.

5. Remember that PLDK-R is primarily a talking time for the children, not the teacher. Try to include and involve all the children, even the most retiring. Avoid calling excessively on volunteers, since these are usually the children who least need

help. However, when you call on a child who did not volunteer, structure your request and provide assistance to increase the likelihood that the child will respond successfully.

Organizing the Lessons

Please consider these suggestions for the length of the lesson periods, the time during the day when they are best taught, the balance between the activities, and the method of grouping:

1. When the number of children in the group is over 20, the language lesson should normally take 30 to 40 minutes to complete. When the group size is 15 or fewer, the same lesson can usually be presented in about 20 to 30 minutes. When the group size is between 16 and 25, the lesson period may take 25 to 35 minutes. The additional time for the larger group is designed to provide adequate opportunities for all the children to participate in the lesson.

2. We recommend that you teach the lessons at the same time every day, preferably during a period that is relatively free of interruptions. Mid-morning is a desirable time, but the lessons may also be taught successfully later in the day, since they are stimulating and often include physical activity.

3. In general, balance the time between the two activities in a lesson, although less time may be spent on activities less popular with the children. Keep the pace lively, since preschool children lose interest in lessons that are slow-moving or over-taught.

4. We recommend that you teach the lessons in the order in which they appear in the manuals. For best results, teach them on a regular, daily basis. With less mature children, the two activities may be presented in two sessions separated by an hour or so. However, since the two activities of a lesson are often closely related, it is best to teach them as close as possible to each other. As stated earlier, the program may be taught in two years by using one lesson per day, or it may be completed in one year by using two lessons per day.

Teaching the Activities by Skill and Subject Strands*

We recognize that, in spite of our recommendations, some instructors will pick and choose activities selectively, rather than teach whole lessons consecutively. This approach may have merit for those who wish to modify the Peabody program to fit the *differential diagnosis — prescriptive teaching model*, which is discussed briefly in Part II of this guide. However, we have found no research evidence as yet on the effectiveness of this procedure.

Nevertheless, in response to considerable demand, as a new feature in this revision, the activities have been classified in Appendixes E, F, and G of this guide by *skill* and *subject* categories. Examples of *skill* strands include brainstorming, classifying, describing, identifying, problem solving, sentence building, and sequencing. The complete array of 25 *skills* is indexed in Appendix E, where each is defined and where the activities that stress each of them are listed. Examples of *subject* strands include absurdities, animals, foods, numbers, shapes, sizes, and time. The complete list of 41 will be found in Appendix F, where the activities that focus on each are indexed. There is an additional reference listing in Appendix G.

*We would greatly appreciate feedback from users of this system, and suggestions on how to improve it.

Here each activity in Level P is listed in order, with the *skill* and *subject* strands emphasized in each. Appendix G allows you to search easily through the sequence of activities for those that emphasize particular *skills* and/or *subjects*. This activity-by-activity summary may also be helpful to you in the preparation of individual educational plans, particularly in special and remedial situations. Nevertheless, the classification system we have used is but one of a number that could have been adopted. In fact, there is probably a need for as many organizational systems as there are teaching styles. So you may want to devise your own. The following section may be helpful in this regard.

Using the Focus Statements

Each of the activities in the revised lessons begins with a preview, or more precisely, a focus statement. These statements give a brief summary of the contents of the activity, expressed from the child's point of view. For example, the first one in the kit is: *Guessing the identity of a hidden object, talking about puppets, and then finding P. Mooney*. On three main counts, instructors should find these statements useful. *First*, they provide a "mind set" for studying each activity. *Second*, they will facilitate a search for different types of activities by those teachers who are not comfortable with our *skill* and *subject* categories. *Third*, these focus statements should be helpful if you wish to devise your own classification system.

Encouraging and Reinforcing Pupil Participation

Children in a well-run class learn not only basic concepts but also the skill of participating in a peer group. Most teachers have seen the satisfaction such participation can bring. The following suggestions for encouraging and reinforcing participation may prove helpful:

1. Children should be encouraged to answer when they can; they should never be forced to respond. If you have difficulty holding your children's attention, examine your style of teaching and the classroom atmosphere you have created. Then consider whether what you are teaching is appropriate. You may need to modify lessons so that each child is working successfully at his or her own level. In the Peabody program, a child's failure should be viewed as a failure on the part of the teacher to modify an activity, ask questions the child can answer, or provide hints enabling the child to perform as requested.

2. To encourage the children to participate, use an unpredictable pattern of questioning. For example, call on a child sitting on one side of the group and then on a child in another location. Sometimes call on neighboring children, but do not go around the circle, calling on each one in turn. *As a general rule, the question or request should be posed before calling upon anyone to respond*. This practice helps keep every child alert and attentive. While unison responses are sometimes appropriate, individual responses are usually more desirable. To establish a desired response pattern for an exercise, first call on more able individuals to serve as models. But by the end of each lesson, try to have every child respond satisfactorily at least once.

3. Although some gamelike competition can be effective in teaching the lessons, it can be overdone and may become harmful if it degrades the losers. Greater emphasis should be placed on cooperation. The lessons provide many opportunities for the children to solve problems as a group or in teams. You may wish to emphasize this feature even more.

4. You are urged to stress repetition and overlearning. After a child has performed a newly learned skill successfully, it is extremely important that there be opportunities for repeating it a number of times. You may find many incidental opportunities throughout the day for review, drill, and practice.

5. As the year progresses, play a less dominant role in the activities. Have the children become increasingly active in conducting the lessons.

6. Express appreciation of children's positive efforts. For example, let creative children know that creative thinking is valued. Praise should be given generously, but not overdone. Since most children recognize unearned praise, become sensitive to the amount of encouragement needed to elicit the best performance. Praise group success as well as that of individuals.

7. Tell the children what is expected of them so they will know how to respond correctly. There is no place in the program for harsh criticism or negative comparisons of children's performances. It takes skill to let a child know what is desired without appearing to criticize. We do not believe that unsatisfactory behavior should be ignored. You should explain, however, in a nonjudgmental way, what the desired behavior is, and/or model it.

8. Praise should often be accompanied by a tangible reward, such as a picture card or a color chip. With mildly retarded and moderately retarded children, you may wish to use tangible rewards more often. Use of the color chips as reinforcers is discussed in the section entitled "Guidelines for Using the Color Chips, Puppets, and Music."

Individualizing Instruction

This program is based on the premise that oral language development takes place through group activities. After all, verbal communication requires at least two participants. The basic form of individualization in this program is the attention the teacher gives each child during the ongoing group lesson. Therefore, please keep in mind that you are teaching *groups of individuals*. Strive to meet each person's needs within the group. At the same time, given the wide range of individual differences within most preschool groups, the need for more intensive individualization through tutoring will become apparent during most lessons. To a considerable degree, the success of the program depends on teachers who take time to identify specific children who need additional help, and then work with them individually between lessons until they perform adequately.

Here are some guidelines for individualizing instruction during the group lessons:

1. As already stated, except to furnish a good model at the outset of an activity, do not call unduly upon volunteers and the more precocious children in your group. Instead, balance participation across the group, going out of your way to draw out shy and slow children. Find ways in which everyone can succeed.

2. As necessary, modify the questions and instructions to challenge each individual in the group. At the end of many activities, we have suggested variations to accomplish this. Since every group is unique, it rests with the teacher to make each lesson a worthwhile, challenging learning experience for every member of the group.

3. During the lesson, ask questions to find out what each child knows and does not know. Each lesson should be viewed as a diagnostic session. This diagnostic approach to teaching will pay off in many ways. It is especially valuable in giving you the necessary information to modify forthcoming lessons as needed, and can suggest where individual tutoring is necessary.

4. Every child in the group deserves equal attention. Do not fail to give any child a successful learning experience, whether that person is a slow, average, or rapid learner. If PLDK-R Levels 1, 2, and 3 are also being taught in your school, you may have the option of placing children in different groups. The more able children could be transferred to the Level 1 or Level 2 program. In turn, you could take a corresponding number of children from the other groups who appear especially to need Level P.

5. Every group lesson is a compromise: too easy for some, too hard for others. You may need to modify some activities and break others into smaller units. In still other cases, follow-through activities may need to be developed to establish a skill or concept. During the lessons, be thinking of how to take advantage of the *teachable moments* to help a child learn something new. By carefully considering each situation and using suggested options and variations, you can successfully individualize instruction.

Here are some guidelines for tutoring children in need of individualized teaching after completing a lesson:

1. If possible, the instructor who taught the lesson should provide the needed tutoring. After all, that person observed the deficiency and probably designed a way to remediate it. It is imperative that you bring along slower children so they do not fall so far behind that later lessons are beyond their abilities.

2. Teacher aides, including community volunteers, may provide this tutoring under your direction.

3. Peer tutors and cross-age tutors (older children who help younger ones) can also be successful, but you will need to monitor and direct these helpers. Children receiving help from other children often improve because of practice, added attention, and greater opportunities to communicate verbally. At the same time, student tutors often learn by teaching; their self-concept is enhanced through helping others.

4. You might also wish to create personalized follow-through and/or take-home activities for children who are experiencing problems.

Guidelines for Competency Testing*

Some teachers may want to monitor pupil progress with teacher-made tests. Because this is very time consuming, it often works best in team-teaching situations, or where aides can free the teacher for test construction, administration, scoring, record keeping, and program modification. One can reasonably ask whether this time could be better spent either at tutoring or at extending the lessons, since most teachers informally monitor the progress of their students by questioning while the lesson is being taught and by noting the quality of the responses. The value of this Socratic method of informally testing while teaching cannot be overstressed.

For those who wish to measure pupil progress more formally, the recommended route is by traditional, teacher-made test items. Batteries of these may be given as tests on a weekly or monthly basis. The onus falls on the teacher to decide what is important for the pupils to learn. For example, such items as the following might be developed to test children on the first 30 lessons of Level P:

*We would appreciate hearing from those of you who develop your own pool of test items. Either the publisher or the coordinating author can serve as a clearinghouse in sharing them.

1. Telling One's Name

Ask: "What is your first and last name?"
(both names to pass)

2. Naming Body Parts

Ask the child to touch his or her

- | | |
|----------|---------------------|
| A. ear | F. arm |
| B. nose | G. leg |
| C. eye | H. hand |
| D. foot | (no errors to pass) |
| E. mouth | |

3. Recognizing Animals

Ask the child to answer yes or no to the following ten questions:

- | | |
|---------------------------|---------------------------|
| A. Is a cow an animal? | G. Is a duck an animal? |
| B. Is a chair an animal? | H. Is a watch an animal? |
| C. Is a bear an animal? | I. Is a spider an animal? |
| D. Is a dog an animal? | J. Is a goat an animal? |
| E. Is a flower an animal? | (eight or more to pass) |
| F. Is a cat an animal? | |

4. Following Directions

Ask the child to perform the following actions:

- | | |
|------------------------|------------------------|
| A. "Jump up and down." | D. "Stand on tiptoes." |
| B. "Smack your lips." | E. "Clap your hands." |
| C. "Walk in place." | (no errors to pass) |

5. Functions of Body Parts

Ask: "What body parts do you use to do these actions?"

- | | |
|-------------------------|--|
| A. walking (legs, feet) | D. smelling (nose) |
| B. seeing (eyes) | E. picking up something (fingers, hands) |
| C. listening (ears) | (no errors to pass) |

6. Naming Animals

Ask the child to name all the animals she or he can think of which make sounds.
(five or more to pass)

7. Clothing

Say: "Show and tell me where on your body you wear these kinds of clothing."

- | | |
|-------------|---------------------|
| A. jacket | F. jeans |
| B. boots | G. pajamas |
| C. mittens | H. dress |
| D. hat | (no errors to pass) |
| E. necklace | |

8. Animals and Their Young

Ask the child to answer the following questions:

- A. "What is a baby horse called?" (colt)
 - B. "What is a baby cow called?" (calf)
 - C. "What is a baby hen called?" (chick)
 - D. "What is a baby duck called?" (duckling)
 - E. "What is a baby cat called?" (kitten)
 - F. "What is a baby dog called?" (puppy)
- (five or more correct to pass)

9. Using Past Tense to Name an Action

Say: "Watch closely as I perform an action. Then tell me in a sentence what I did."

(Teacher should perform action and then have child describe action in a complete sentence)

Action

- A. clap hands
- B. snap fingers
- C. whistle
- D. knock on table
- E. write on board
- F. hum

Child's Response

- "You clapped your hands."
 - "You snapped your fingers."
 - "You whistled."
 - "You knocked on the table."
 - "You wrote on the board."
 - "You hummed."
- (five or more in a sentence to pass)

10. Remembering Sounds Heard Outside

Say: "Tell me all the things you might hear if you were outside."
(five or more appropriate sounds to pass)

You can keep a class record for each child on pretesting and posttesting to determine what has been learned during the group language lessons, and what still remains to be taught. But the construction of initial sets of items, such as these 10 examples, is just a first step. For repeated use, many will need to be refined, others deleted, and new ones substituted. In this way, a bank of items can be developed for use in subsequent years. Some users may wish to establish such criteria as those suggested above for passing or failing items. If so, these criteria should be adjusted according to the abilities of the children. The standards for average children, for example, should be higher than those for slower children, though some people would contend that the standard for all should be complete mastery. In any event, as the nation's schools move toward a data-based curriculum, teachers, authors, and publishers must become more accountable. One way to accomplish this is through improved pupil evaluation.

Guidelines for Using the Color Chips, Puppets, and Music

Guidelines for Using the Color Chips as Reinforcers (Tokens)

1. In exchange for a desired response, give a child a chip to hold. The object may be to get as many chips as possible during an activity or lesson. The chips may be accumulated on a weekly basis, or linked to see whose chain is longest. Since children may wish to compare their daily scores, you may wish to note their progress

in a daily record or a monthly cumulative graph. Strings of chips may be hung on pegs on the wall to compare performances.

2. You do not need to hand out chips for every desired response, except in the initial stages of the program. In fact, intermittent reinforcement is usually more effective than continuous reinforcement.

3. Many children will find the chips reinforcing in their own right. However, from time to time, you may wish to convert the chips into a prize or privilege, especially after the novelty wears off.

4. At first, reinforce small increments of desired behavior; later, set higher standards. But vary the standards to suit the abilities of each child.

5. Never withdraw chips from a child because of unsatisfactory performance. Only use them as positive reinforcers.

6. Adequate reinforcement is essential to learning. You will probably find that a combination of verbal reinforcement (praise) and a token reward (chips) is more effective than either used alone, or than criticism.

(To avoid distractions, you may wish to record points earned during a lesson, and then hand out the chips at the end of a period.)

Guidelines for Using the Puppets

P. Mooney and Zoey are central to Level P and usually become an integral part of the classroom over the course of the program. They are especially useful for getting children to respond and participate. During the first 30 or so lessons, keep the puppets on display in the room. Try to establish their personalities as early as possible. P. Mooney is a thoughtful character, willing to assist anyone in need. Zoey is restless and inquisitive, and will continue to ask probing questions until she solves a problem. She has a great sense of fun and likes to be in the midst of the action. Both characters have magical powers.

In the first lesson, the children find the P. Mooney puppet. The teacher then wears the puppet and acts as puppeteer. Keep in mind that by assuming this role, you are not only establishing the puppet's character but also demonstrating how puppets are used. The first few times that children use the puppets, we suggest you call on persons likely to manipulate them well. This example may ensure greater success for everyone and will help develop favorable attitudes about puppetry.

P. Mooney and Zoey can create a special intimacy in a group of preschoolers. We suggest you become competent in handling the puppets before beginning the program. Here are some ways to make the puppets seem real:

1. Practice in front of a mirror, using a special voice for each puppet.
2. Always keep your eyes on the puppet.
3. Do not let the puppet's head drop. The children should be able to see the puppet's face at all times.
4. Have the children sit as close as possible to you, so everyone can see and hear easily.
5. Always maintain the character of the puppet.
6. Any movements should be made by the puppet who is talking. You might exaggerate them a little to make them meaningful and definite rather than distracting.

Guidelines for Using the Songs for Language Development

The songs in Level P each focus on a linguistic or cognitive principle, as the music cards detail. Music is a potent means of developing and reinforcing verbal

skills. Because singing and chanting involve different neurological functions from those required for speaking, these activities help children learn certain kinds of information in a different way — by rote. Music is therefore an excellent tool for teaching oral language skills to all children, but it is especially valuable for children with learning problems. Here are some guidelines for teaching the songs:

1. Introduce the song and have the children listen to it.
2. Talk about what the children have heard, discussing the subject of the song.
3. Play the song again and ask the children to listen for the answer to a question like "What does the song tell us about P. Mooney?" or "Do you hear the words *is* and *are* in the song?"
4. Phrase by phrase, recite the words in the song, having the children repeat them after you.
5. Phrase by phrase, sing or play the song, having the children repeat each phrase after you.
6. Sing the whole song.
7. If there are several verses, do just one or two the first day and the rest another time.
8. You may wish to use one of the puppets to "sing" the song. Children enjoy this, and it often encourages a shy or withdrawn child to participate more fully.

Guidelines for Using the Music for Movement

1. Provide as much space as possible.
2. Introduce the music by having the children listen to the recording.
3. Discuss what the children heard and were reminded of as they listened to the piece. Point out important aspects of the music.
4. Play the recording again, and have the children listen to the rhythm; then lead them in clapping the rhythm while the music is played.
5. Suggest ways to move to the music, such as marching, dancing, and moving arms to draw "sound pictures." Also let the children suggest other movements which fit the music.
6. Beat out the rhythms with rhythm instruments.

Teaching the Program to Handicapped Children

Education of handicapped children is undergoing sweeping changes in many countries. Over the years, the original PLDK series has been used extensively in both regular and special classrooms, each of which usually functioned as a self-contained operation. The regular teacher and the special education teacher had few shared responsibilities. This pattern began to change in the late 1970s. Today's emphasis is on *mainstreaming*: integrating handicapped and nonhandicapped children in the same classes, thereby giving handicapped children an opportunity to become as self-sufficient and independent as possible, while letting nonhandicapped children find out how handicapped people cope with daily life.

We believe this pervasive trend will significantly change how the PLDK-R series is taught. For example, more teachers are made available to serve on instructional teams. Thus, most children with cognitive and linguistic disabilities will have many instructors: regular teachers, resource teachers, and speech/language tutors. These three types of teachers can plan who may best teach a given PLDK-R

level to a specific class. This division of labor can direct each teacher's special skills to the needs of particular groups.

We do not advocate any one way of teaching or following through on Level P for students with special needs. Many regular educators find the lessons an effective addition to the regular curriculum. In other cases, the lessons are taught to handicapped youngsters by the resource teacher or the speech/language specialist. We support all of these approaches. The program was not designed to be the exclusive province of any one group of instructors.

The prevalence of language problems is very high for all types of handicapped children. Remedial treatment of language difficulties is most effective in the earlier years. Intensive, concentrated effort is needed to overcome difficulties of this sort. We therefore urge that all children with such problems be given the chance to complete all 360 lessons of the revised Level P.

Evaluation of Program Effectiveness

Evaluation of Level P means determining whether it is helping children reach certain goals. Three types of evaluation are helpful in assessing the impact of Level P on children: 1) descriptive reports based on teacher observations, 2) test items devised and administered by the teacher, and 3) standardized tests. Changes in cognitive and language skills should be measured in any evaluation of program effectiveness. Using several different measurements will increase the accuracy of test results. Possible sources for a test of language skills include the following:

1. Carrow-Woolfolk, E. *Carrow elicited language inventory*. Hingham, Mass.: Teaching Resources Corporation, 1974.
2. Carrow-Woolfolk, E. *Screening test for auditory comprehension of language*. Hingham, Mass.: Teaching Resources Corporation, 1973.
3. Carrow-Woolfolk, E. *Test for auditory comprehension of language*. Hingham, Mass.: Teaching Resources Corporation, 1973.
4. Coughran, L. & Liles, B.Z. *Developmental syntax program*. Hingham, Mass.: Teaching Resources Corporation, 1974 & 1979.
5. Dunn, L.M., & Dunn, L.M. *Peabody picture vocabulary test - revised*. Circle Pines, Minn.: American Guidance Service, 1981.
6. Fluharty, N.B. *Fluharty preschool speech and language screening test*. Hingham, Mass.: Teaching Resources Corporation, 1978.
7. Kirk, S.A., McCarthy, J.J., & Kirk, W.D. *Illinois test of psycholinguistic abilities (rev. ed.)*. Champaign, Ill.: University of Illinois Press, 1968.

Some major tests of cognitive skills appropriate for use with preschoolers are as follows:

1. Terman, L.M., & Merrill, M.A. *Stanford-Binet test of intelligence*. Norms edition. Boston: Houghton-Mifflin Co., 1973.

2. Wechsler, D. *Wechsler intelligence scale for children*. New York: Psychological Corporation, 1949.

3. Wechsler, D. *Wechsler preschool and primary scale of intelligence*. New York: Psychological Corporation, 1967.

The question of teacher change is also important: discovering whether a teacher makes positive changes in teaching behavior after using the program. We encourage researchers to explore changes in teacher behavior. As Level P was revised, an important goal was to help teachers grow professionally. We are well aware that teachers play a pivotal role in the success of any program. Only future research will show whether an instructor changes teaching behavior or develops new skills in teaching and class management after using a program such as this one.

A Request

This revision was shaped by research studies on the original Level P, by changes in current linguistic and cognitive theory, and by literally hundreds of suggestions sent to us by teachers using the original edition over the last 13 years.

Everyone who has played a part in developing Level P of PLDK-R hopes this program will make a real difference in the everyday lives of children and their teachers. When you see ways in which the program can be improved, please send in your suggestions. These may be mailed to any one of the authors or to the publisher. We will continue to be guided by your recommendations for improving, expanding, or revising this new edition.

PART II

Rationale and Research

Part II outlines the rationale for the PLDK-R series and summarizes the research on the original edition. This part is identical in all four *Teacher's Guides* — Levels P, 1, 2, and 3 — because the information is common to all.

Part II focuses on the use of the PLDK series with children who have potential or evident difficulties in learning Standard English, and in using language as a tool for thought. The reason for this is that, for the past 15 years, the emphasis of the field has been on analyzing and evaluating intervention programs, such as the PLDK series, that teach Standard English to children who first learned a dialect of it or who demonstrate intellectual problems. Only recently has the PLDK series come into general use in teaching oral language facility in English to boys and girls who first learned a *different* language at home. As a result, it will probably take another decade for evidence to accumulate on the effectiveness of the Peabody program as a tool in teaching English as a second language (TESL).

Rationale

What sets people apart from other living things is their skill in verbal communication and their concurrent ability to reason abstractly. It is not surprising, therefore, that the human species has been interested in language and cognition throughout history. Three of the most important functions that language serves are as follows:

1. As a means of communication and social interaction.
2. As a tool for thought involving the higher intellectual processes.
3. As a method for regulating human behavior through influencing a listener's actions and attitudes.

Language is clearly the foundation for much of our social and intellectual behavior.

Professional interest in children's language development and associated disabilities has been especially high in recent years. The 1970s saw more articles, studies, books, and journals published on the topic than any previous decade. Not surprisingly, controversies over the nature and functions of language, and the effectiveness of interventions, have also increased. It is not possible to encapsulate the recent activity here. Instead, the reader is directed to textbooks that survey the field, such as the following: Bloom and Lahey, 1978; Brown, 1973; Dale, 1976; Gluckenberg and Danks, 1975; Ingram, 1976; Karmiloff-Smith, 1979; Lee, 1979; Leonard, 1976; McLean and Snyder-McLean, 1978; Moerk, 1977; Morehead and Morehead, 1976; Schiefelbusch, 1978a & 1978b.

Another major development in the last decade has been the shared and competitive interests of cognitive psychology and psycholinguistics. Even though there is growing recognition that language and thought are intertwined in a complex fashion, different professional groups continue to choose, in an arbitrary way, their own terms to discuss one or the other in an attempt to stake out the domain as their own. A useful procedure to follow to broaden one's knowledge about verbal ability, and to see how closely language and cognition are related, is to study such current books in cognitive psychology as the following: Anderson, 1980; Dodd and White, 1980; Ellis, 1978; Floyd, 1979; Kirby and Biggs, 1980; Klausmeier, Ghatala, and Frayer, 1974; Levin and Allen, 1976; Meeker, 1969; O'Neil and Spielberger, 1979; Posner, 1973; Skemp, 1979; and Whimbey, 1980. We will discuss here only one of the issues: namely, the controversies concerning interventions to stimulate linguistic and cognitive facility.

The Need for Oral Language Intervention

One dimension of this issue relates to the classic *nature/nurture* issue. In the nature/nurture controversy, the naturalists (hereditarians) believe most of our language and intelligence is determined by our biological inheritance. The nurturists (environmentalists) believe that linguistic and thinking skills result largely from environmental stimulation. In the area of psycholinguistics, Chomsky (1957, 1968), Lenneberg (1967), and McNeill (1970) are some of the leading hereditarians. They contend that the human brain is genetically programmed to acquire adult syntactic structures. They say that all but severely brain-injured, mentally retarded, and deaf persons develop adult patterns of speech quite naturally, given almost any type of social environment. Similarly, in the area of cognitive development, Piaget is a hereditarian. He has maintained that children develop through identical cognitive stages, in invariant order, at uniform rates across cultures (Piaget, 1951, 1952). From the hereditarian position, one can infer that intervention programs to stimulate cognitive and language skills are inappropriate and of no value, except for severely handicapped people.

There are as many environmentalists as there are hereditarians. In the linguistic areas, strict behaviorists argue that oral language is learned through operant conditioning. Speech patterns are built through the process of selectively reinforcing appropriate behaviors (Skinner, 1957, 1968; Staats, 1968). In the area of cognitive development, Bruner (1960) exemplifies the modern environmentalist. He posits that "any subject can be taught effectively in some intellectually honest form to any child at any state of development." From the theoretical position of environmentalists like these, one can infer that programs of instruction are extremely important for the cognitive and linguistic development of children.

Not surprisingly, few educators accept either of these extreme positions in the nature/nurture controversy. Instead, most accept the importance of *interaction*. They contend that both inheritance and environment play important roles and interact with each other, in complex ways, in language and cognitive development. This suggests there are limits to which intervention is likely to be effective, and we authors accept this position.

Children with average and above-average intelligence and reasonably intact central nervous systems and hearing mechanisms, who grow up in an environment where Standard English is spoken, will usually acquire proficiency in that language informally and often incidentally. But many others are not so fortunate in that they do

not fit this mold. We join the many persons interested in child development who contend that intervention programs are needed both to teach Standard English to children who learned a dialect of it at home, or a foreign language, and to stimulate the linguistic skills of children who have actual or potential learning difficulties (Fristoe, 1975; Fristoe & Lloyd (in press); Lloyd, 1976; Schiefelbusch, 1978; Schiefelbusch & Lloyd, 1974). The PLDK-R series is such a program.

The Framework for the PLDK-R Series

Having argued that there is a place for interventions to stimulate the language and thought processes of many children, we need to examine the methods of intervention and determine which approach might work best. There are three main strategies. We take the position that each is effective with some children, and each has certain attractive features.

The traditional, early-childhood education method might be described as the "natural unfolding" approach. Here, children as a group are free to interact with one another and their environment in a nonstructured school setting. This approach stresses informality, play, enrichment, child-initiated activities, and teacher response to inquiry. It has been more popular with teachers of younger children than with teachers of older children. It probably has most merit for highly motivated, able youngsters. This "natural unfolding" approach is not central to the PLDK-R program. However, certain of its features are at the heart of the Peabody lessons, such as the use of play to motivate students. Even more fundamentally, the PLDK-R is a *group* program of instruction.

For less able children, two rather extreme intervention strategies have evolved. One is called the *differential diagnosis — prescriptive teaching* (DD-PT) approach. It is widely advocated by remedial and special educators of learning-disabled children. This is a two-step approach. Step one involves the use of standardized tests of intelligence and language to make a differential diagnosis of critical psycholinguistic and cognitive factors or abilities, based usually on subtest scores. This yields a profile of the child's abilities and disabilities. Step two involves the prescribing and carrying out of remedial procedures to correct the *weaknesses*.

Arter and Jenkins (1979) contend that advocates of the DD-PT approach usually have in mind underlying weaknesses in the child's higher thought processes, rather than deficiencies in observed behavior. After appraising this intervention strategy, they were led to "challenge the model's validity and suggest that continued advocacy of the model cannot be justified," though the data reviewed hardly appear to warrant this harsh conclusion. In our view, this approach would appear to be most effective for individuals with reasonably good general ability, but who have a specific weakness that lends itself to correction, such as poor word-attack skills in reading.

For four main reasons, this DD-PT approach was not used in the PLDK-R program: 1) serious questions have been raised about the validity, reliability, and mutual independence of subtests on commonly used tests of verbal intelligence and psycholinguistics; 2) there is little evidence that teaching to correct weaknesses is superior to a balanced program of instruction for most children; 3) few teachers have the training to administer individual tests of intelligence and language; and 4) classroom teachers do not have the time to tutor extensively individual children in their areas of weakness. We do recommend, however, that one feature of this approach be used in conjunction with the PLDK-R program. Global pupil progress

can best be measured by using standardized instruments as pretests and posttests, administered before and after a level of PLDK-R lessons is taught.

The second intervention strategy popular with teachers of handicapped children is known as the *task-analysis* approach. In this approach, a desired, relatively complex task is identified and then broken down into a hierarchy of simple tasks (or behavioral objectives) to be mastered. The pupil is carefully studied to determine his or her proficiency along this continuum. Typically, teacher-made, criterion-referenced appraisal techniques, rather than standardized tests, are used. Then an intensive tutorial program is designed and implemented to teach the desired behaviors so the child masters the specific objectives. This systematic teaching technique (sometimes called behavior shaping) has been found to be especially effective for severely handicapped pupils.

In contrast with the DD-PT approach, this second model calls for a task to be subdivided into a finer set of specific tasks; no standardized tests are used in the initial diagnosis; and the teacher need only help the child *master* specific behavioral tasks — no attention is given to any underlying process weaknesses. While the two models are quite similar (except for arguments as to whether they deal with surface behavior or underlying processes), they do lead to somewhat different approaches in testing and teaching.

We rejected the task-analysis, behavioral-objectives approach as the basis for the PLDK-R series because it is a clinical method requiring intensive individual tutoring. Such an approach is highly structured and can become mechanistic. It is very time consuming, and often is not easily applied to group instruction. However, the feature of continuously monitoring pupil progress by means of nonstandardized tests that measure units of work is a valued procedure, and we recommend that it be used in conjunction with the Peabody program.

The PLDK-R program adopts a third method — an *eclectic* approach. Its five main qualities are these. First, it is *moderately* structured — neither unstructured nor highly structured. Second, it is basically a *group* instructional program, not a tutorial one. Third, standardized tests are recommended only as supplements for placement purposes (to determine which level of the program is appropriate for the child) and for global measures of pupil progress through pretests and posttests. They are not necessary for placement. In fact, a good technique for determining the appropriateness of a given kit level is by a trial placement of the pupil in question. Fourth, PLDK-R is a comprehensive program designed to stimulate an array of cognitive and language skills; it does not teach to specific strengths or weaknesses. Fifth, the program is designed to develop word meaning, phrase meaning, sentence meaning, and, especially, connected discourse meaning (the semantics of language). It does not drill children on articulation/phonology, syntax/grammar rules, or correct pronunciation; but it does encourage good speech modeling.

This last point might lead one to ask: "Why does the program integrate instruction in language and in cognition?" The literature on the commonalities between language and thought at the higher thought process level goes back to Vygotsky (1962). He made the point that children need to be aware of and understand something before they can talk about it. Thus, there is a cyclical relationship between a child using language to map her or his knowledge of the world, and a child needing some knowledge before meaningful expressive language can occur. This construct has led many scholars to conclude that cognitive development is both prerequisite to and interactive with language development (Bloom, 1973; Clark & Clark, 1977; MacNamara, 1972; McLean, 1972; Nelson, 1973, 1974; Slobin, 1973).

Language intervention programs, then, need to achieve a balance between already "mapped" or "learned" constructs and new, related constructs for which the child has some demonstrated knowledge. Graham (1976) states that language intervention should use a spontaneous approach with capable youngsters, but be more systematic with less verbal children.

The need for teaching both meaning and expressive language led McLean and Snyder-McLean (1978) to make the following suggestions for a successful intervention strategy:

1. Teach children to talk about things and events, and about relationships involving things and events.
2. Teach children to talk about such topics in terms of their knowledge of them.
3. Teach children to talk about such topics in as many different ways as their knowledge allows.

While these guidelines provided an overall framework for the PLDK-R series, the following two principles were also incorporated into the Peabody program:

1. Language intervention should stress increasingly abstract representational and symbolic thought. Mere repetition and recall will not foster this higher order of intellectual processes. Concern for higher-order thinking has received much emphasis (Bowerman, 1974; Miller & Yoder, 1974; Morehead & Morehead, 1974).

2. Language intervention should stress the social uses of language. A setting should exist for children to receive feedback about their use of language, as well as to experience the effects their language has upon others in a group. Schlesinger (1974) and Yoder and Miller (1972) point out that children must have a reason to talk and a desire to communicate. A natural interactive setting more closely approximates the child's real world than does a structured, clinical environment. A natural setting maximizes the probability that skills will be generalized to other natural settings.

This background of thought furnishes a rationale for the PLDK-R program. It would seem to be equally relevant for teaching English as a second language, for teaching Standard English to girls and boys who first learned a dialect, and for teaching children with learning problems who come from homes where Standard English is spoken.

Efficacy Research on the Original Editions

Almost 20 years of research has accumulated on the efficacy of the Peabody program and its antecedent. This research is summarized below.

The antecedent was a doctoral investigation conducted by James O. Smith (1962a & 1962b), co-author of PLDK, while he was at Peabody College as an advisee of Lloyd M. Dunn, the senior author of the Peabody series. Smith generated 33 lessons as a group, oral-language development program for mildly retarded children in special day classes. Experimental and control groups — 16 pairs — were set up, and lessons were taught to the former at the rate of three per week for only 11 weeks. Significant overall gains were obtained on the original *Illinois Test of Psycholinguistic Abilities* (ITPA) in favor of the experimental group. Approximately one year later, Mueller and Smith (1964) located 13 of the original 16 pairs and readministered the ITPA to them. In this follow-up study, the difference was no longer statistically significant. This finding strongly suggested the need for a longer intervention program to enhance the chances of initial gains becoming long-term advantages.

Work on the original editions of PLDK began with Level 1 in 1964, and was completed with Level P in 1968 (Dunn & Smith, 1965, Dunn & Smith, 1966; Dunn & Smith, 1967; Dunn, Horton, & Smith, 1968). Over this period of time, a number of efficacy studies were conducted, usually with the *experimental* (field-test) version of the original kits, not with the final, refined commercial publications. Three sources of data have accumulated on these experimental editions. First, the efficacy of Level P was researched in studies initiated by Kathryn B. Horton, coordinator of that level of the series. Second, while Dunn was director of the *Institute on Mental Retardation and Intellectual Development* (IMRID) at Peabody College, he and his colleagues conducted several studies on the effectiveness of Levels 1, 2, and 3. The *third* research base came from independent researchers studying Level 1. These three groups of early studies are summarized below.

Early Studies

Efficacy studies on the experimental edition of Level P. The most extensive field testing was done at two community day-care centers that served inner-city black children in Nashville, Tennessee (Horton, 1968). A group of 25 four- and five-year-old children at one center was taught an early version of the Level P lessons, in addition to

Table 2.1
Mean intelligence test scores on the *Stanford-Binet* and *Peabody Picture Vocabulary Test* before and after seven months of training using the experimental edition of Level P of the original PLDK series with four- and five-year-old inner-city black children

Group	Pretest	Posttest	Difference
Mean S-B IQ Scores			
Experimental Group	93.3	102.9	+ 9.6
Control Group	93.6	91.3	-2.3
Mean PPVT IQ Scores			
Experimental Group	81.0	93.0	+ 12.0
Control Group	71.8	79.6	+ 7.8

their regular preschool program. A group of 28 children at the other center served as the control and received only their regular program. Data was gathered using the following tests: *Peabody Picture Vocabulary Test* (PPVT); *Stanford-Binet Form L-M* (S-B); the *Illinois Test of Psycholinguistic Abilities* (ITPA); and *The Test of Grammar*, adapted from Berko (1958). After a seven-month instructional program, the experimental group demonstrated substantially greater gains in intellectual functioning, as seen in Table 2.1. In addition, on the ITPA, the experimental group advanced an average of 7.2 months, while the control group advanced only an average of 3.9 months in language age. The subtests on which the experimental group made the greatest gains were visual-motor association (+ 23.4 months), auditory decoding (+ 16.8 months), and auditory-vocal association (+ 12.8 months). They regressed in one subtest, auditory-vocal sequential (immediate auditory memory for digits). By contrast, the control group regressed in the following four subtests: vocal encoding (-5.8 months), motor encoding (-3.95 months), auditory-vocal automatic (-5.1 months), and visual-motor sequential (-1.5 months).

A second study on the effectiveness of the experimental version of the original Level P involved a group of 20 mentally retarded children in residence in a school in Wisconsin. Their IQs clustered around 50, and their mental ages ranged from three to five years. These children were also given seven months of Level P training. Their performances on the ITPA, prior to the program and immediately after it, were compared. The total group was divided into three subgroups, according to

Table 2.2
Mean language age scores on the *Illinois Test of Psycholinguistic Abilities* before and after seven months of training using the experimental edition of Level P of the PLDK series with mentally retarded children

Group	N	Pre-training Mean Language Age (months)	Post-training Mean Language Age (months)	Difference (months)
Adjustment Group	5	26.00	36.2	+ 10.2
Pre-Kindergarten Group	11	46.8	61.0	+ 14.2
Kindergarten Group	13	58.0	72.0	+ 14.0

their level of functioning in school. As seen in Table 2.2, the mean language age increases were 10.2, 14.2, and 14.0 months, respectively. These were very impressive gains indeed, since the children could only be expected to increase developmentally about 3.5 months in language age during that period of time.

It was concluded from this field-test research that the experimental Level P lessons could stimulate intellectual and linguistic skills of inner-city black children and moderately mentally retarded children, even over a short period of seven months. The long-term residual effects were not tested.

IMRID efficacy studies on the experimental and commercial editions of the original Levels 1, 2, and 3. The most comprehensive IMRID investigation was the *Cooperative Language Development Project*. This project ran from 1964 to 1967, and a follow-up study was conducted in 1968. In this study, 734 inner-city black children in Nashville, Tennessee, over their first three grades, received varying amounts of PLDK instruction taught by: 1) regular teachers alone, 2) a team of two instructors, 3) an itinerant language specialist, and 4) community volunteers with supervision.

Researched as well was the relative effectiveness of teaching the lessons to a whole class, as compared with presenting them twice per day, first to the brighter children and then to the slower children. In the first grade, the children were taught the 180 experimental Level 1 lessons; in the second grade, the 180 experimental Level 2 lessons; and in the third grade, the 180 experimental Level 3 lessons. Also contrasted in the project was the relative effectiveness of the *Initial Teaching Alphabet* (ITA) approach to teaching beginning reading versus a regular textbook program in traditional orthography (TO).

Four reports describe the four stages of this study. Dunn and Mueller (1966) described progress at the end of the first year; Dunn, Pochanart, and Pfof (1967) at the end of the second year; and Dunn, Pochanart, Pfof, and Bruininks (1968) at the end of the third year in school. Dunn and Bruininks (1968a) reported on a fourth-grade follow-up study in which the data were gathered one year after the termination of the three-year intervention program. The results were complex; the following is but a summary:

1. At the end of the three-year experimental phase, PLDK instruction with the experimental versions of Levels 1, 2, and 3 had resulted: in significant gains in language age, as measured by the ITPA; in significant gains in intelligence (IQ) as measured by the S-B; and in significant school achievement gains, as measured by the *Metropolitan Achievement Tests* (MET). However, only the significant IQ gains were retained in follow-up evaluation at the end of the fourth grade.

2. Generally, children who were taught the PLDK lessons once a day, as a whole class, made as much progress as those in classes where the lessons were taught twice a day, first to the brighter and then to the slower children.

3. The regular teachers alone, the team of two instructors, the itinerant language specialist alone, and the community volunteers were equally effective in teaching the program.

4. Overall, the children who first learned to read by using ITA were generally superior to the TO group at posttesting, but essentially all these differences were lost by the time of the follow-up testing.

A second IMRID project, called the *Cooperative Reading Project*, was conducted with a similar group of inner-city black children between 1965 and 1967. Its aim was to measure a greater variety of reading approaches, in combination with the Peabody lessons, using the final *commercial* editions of Levels 1 and 2. The three alternative reading programs were 1) the *Hay-Wingo Reading with Phonics*, as a supplement to the *Houghton-Mifflin Reading for Meaning* series; 2) *Initial Teaching Alphabet*; and 3) the *Words in Color* (WIC) program. Each method was either combined or not combined with PLDK instruction. Successive reports of this project can be found in Dunn, Neville, Bailey, Pochanart, and Pfof (1967), and in Dunn, Neville, Pfof, Pochanart, and Bruininks (1968), with a follow-up by Dunn and Bruininks (1968b) after the third grade. The results were mixed, but the major findings were:

1. PLDK instruction facilitated the development of linguistic skills more than intellectual and academic skills.

2. Generally, the first reading approach (basic reader supplemented with phonic drills) was somewhat superior, with few significant differences among the three reading approaches.

The results of the *Cooperative Language Development Project* and the *Cooperative Reading Project* are outlined in Table 2.3.

Table 2.3

Summary of major IMRID efficacy studies on the experimental versions of Levels 1, 2, and 3 of the original edition of the PLDK series*

Researcher	Year	CA**	IQ***	Duration of Treatment	Results****
Cooperative Language Development Project					
1. Dunn & Mueller	1966	$\bar{X} = 6.4$	$\bar{X} = 84.55$ SD = 11.32	First-grade school year	PLDK groups made significant LA gains over non-PLDK groups. PLDK with ITA groups made significant IQ gains — gains greater for boys than girls in these groups. ITA combined with PLDK suggested to enhance school achievement.
2. Dunn, Pochanart, & Pfof	1967	$\bar{X} = 7.4$	$\bar{X} = 84.86$ SD = 10.82	Second-grade school year	Second-year PLDK group made significant reading gains over non-PLDK and PLDK-for-only-a-year groups. PLDK group made significant LA gains over non-PLDK. IQ gains were made but not significant.
3. Dunn, Pochanart, Pfof, & Bruininks	1968	$\bar{X} = 8.4$	$\bar{X} = 84.93$ SD = 14.73	Third-grade school year	PLDK group with ITA made significant IQ gains. Second- and third-year PLDK groups with ITA made significant LA gains (length of program related to amount of gains made — the longer in PLDK, the greater the gains). Gains in reading achievement occurred but were not significant.
4. Dunn & Bruininks	1968a	$\bar{X} = 9.4$	$\bar{X} = 90.38$	No PLDK treatment during fourth-grade school year	Significant IQ gains remained. Significant achievement gains were lost except when ITA was paired with two or three years of PLDK instruction.
Cooperative Reading Project					
1. Dunn, Neville, Bailey, Pochanart, & Pfof	1967	$\bar{X} = 6.2$	$\bar{X} = 86.87$	First-grade school year	Significant IQ gains by PLDK group over controls. No significant LA gains by PLDK group over controls. Boys made greater LA gains than girls. PLDK group significantly better in connected speech production. No significant differences in reading.
2. Dunn, Neville, Pfof, Pochanart, & Bruininks	1968	$\bar{X} = 7.2$	$\bar{X} = 86.73$ SD = 10.77	Second-grade school year	No significant differences between PLDK and non-PLDK groups for IQ, LA, MAT. Girls in PLDK made significant MA gains in both the 1- and 2-year groups. Boys made significantly greater LA gains than girls. Two-year WIC groups with PLDK made significantly more LA gains than 1-year PLDK or non-PLDK groups. Two-year PLDK and non-PLDK groups did significantly better on MAT written language than the 1-year PLDK group.
3. Dunn & Bruininks	1968b	$\bar{X} = 8.2$	$\bar{X} = 88.65$	No PLDK treatment during third-grade school year	IQ scores fell to original levels for most groups even though differential gains for some had been significant. Gains remained on LA for PLDK groups in one of two analyses of data. Creative thinking was significantly better for 1- and 2-year PLDK groups. Significant differences were in favor of PLDK groups in one of two analyses of data on MAT.

*The language development project used the experimental editions of Levels 1, 2, and 3. The reading project used the published editions of Levels 1 and 2.

In both projects, teachers were requested to use the materials as recommended.

**CA reported is approximation of ages at beginning of each treatment period.

***IQ reported was taken from the Stanford-Binet results (1960 edition).

****Results reported are limited to those directly related to use of PLDK.

In a third project, the commercial versions of the original Level 1 and 2 lessons were taught to an initial pool of 283 mildly retarded, special-class children over a two and one-half year period (Dunn, Nitzman, Pochanart, & Bransky, 1968). In contrast to a control group, the experimental group of children gained significantly in language and cognitive skills but not in school achievement. There was an "initial spurt" phenomenon, with most of the gains occurring in the first school year. There was no follow-up to determine how long lasting the effects were.

One other IMRID study bears reporting. Hausman and Apffel (1968) analyzed the ITPA profiles of subjects in the *Cooperative Reading Project* who were taught Levels 1 and 2 of the commercial versions of the kits. In contrast to the control curricula, they found that the Peabody lessons were especially effective in enhancing the ability of inner-city black children to express their ideas in words (vocal encoding) and to remember sequences of symbols (auditory-vocal sequencing). They suggested that the Peabody lessons be supplemented with grammar exercises to correct further the major oral language deficits. However, in scanning the ITPA profile, one can see that the growth in all nine subtests was remarkably equal, with unusual improvements in the two areas cited.

Independent research on the experimental version of Level 1. Several studies, independent of IMRID, were conducted using the experimental version of the original Level 1. Table 2.4 summarizes these results.

Milligan (1965, 1966) taught some of the Level 1 lessons (experimental edition) to normal kindergarten children over a period of six months. As measured with the ITPA, the experimental group made greater gains than the control group on total language age, auditory association, and verbal expression. There was no support for significant achievement gains based on the *Metropolitan Readiness Test*.

Another study using the experimental edition of Level 1 was conducted by Carter (1966), with only a 10-week treatment period for socioeconomically disadvantaged rural black students. Rather surprisingly, considering the short period of intervention, Carter found that the PLDK groups, when compared with control groups, made significant gains in language age, IQ, and mental age. He found no support for significant achievement gains as measured by the *Lee-Clark California Reading Test*. However, several follow-up studies, to be reported later in this guide, indicate that the reading achievement gains appeared at a later age.

Ensminger (1966) conducted a study on mildly retarded subjects enrolled in special day classes. He concluded that the PLDK group, as measured with the ITPA, exhibited significant improvement in verbal expression and auditory association. However, no significant changes occurred in overall language age or mental age. Ensminger then divided his subjects into younger and older age groups. From this analysis, it appeared that younger subjects made greater gains in language age, as compared with the younger control subjects, but the gain did not reach the .05 level of significance.

Forgnone (1966, 1976) taught the first 58 experimental lessons of Level 1 to some mildly retarded, special-class subjects who were involved in a study primarily to measure the efficacy of the *Frostig Visual Perception Program*. He found no significant effects from the lessons on verbal, intellectual, or academic progress from this short treatment program.

Gibson (1966, 1967) taught the same set of lessons for a period of six months to some mildly retarded subjects. No significant increases in language or mental age were obtained in this same short period of time.

One major conclusion can be drawn from this cluster of studies. Short-term programs of instruction, lasting a few weeks or months, generally are not very

Table 2.4
Summary of early efficacy studies done independently of the authors with the experimental version of Level 1 of the original edition of the PLDK series

Researcher	Year	Population	CA	IQ	Use of Materials	Duration of Treatment	Results
Milligan	1965 (1966)	Normal kindergarten	Kindergarten age range	(not given)	Standard as recommended	6 months; 40-to-45-minute daily sessions	PLDK group made greater gains on LA, AA, and VE. Significant support on AA & VE. No support for achievement gains.
Carter	1966	Culturally diverse; low SES	$\bar{X} = 6.75$ Ranged from 6.1 to 8.2	$\bar{X} = 75$ Ranged from 62 to 91	Standard as recommended, first 40 lessons	10 weeks; 1 hour, 4 days per week	Significant support for LA, IQ, & MA gains. No support for achievement gains (at that time).
Ensminger	1966	Slow learners	Ranged from 6.1 to 7.9; ranged from 7.1 to 9.9	Ranged from 70 to 95	Standard as recommended, 132 lessons	6½ months; 30-to-45-minute sessions	Significant support for VE & AA. None for MA. Younger group made greater gains.
Forgnone	1966 (1976)	EMR	Ranged from 7.0 to 11.0	Ranged from 50 to 80	Standard with Frostig, 58 lessons	3 months; daily sessions	No significant support for LA, IQ, or achievement gains.
Gibson	1966 (1967)	EMR	Ranged from 6.5 to 9.0	$\bar{X} = 76.34$	Standard as recommended, first 45 lessons	6 months	No significant support for LA. Slight gains on selected direct measures of VE. No support for MA.

effective. These results would very likely have been largely the same had the final, commercial edition been used. There is cumulative evidence that longer treatment periods are necessary to produce significant pupil progress, though an "initial spurt" effect sometimes occurs.

Later Research

A considerable number of efficacy studies were conducted using lessons from the published, original editions of Levels P, 1, 2, and 3. This research is presented below. Several studies used Levels P and 1. It appears that very few studies used Levels 2 and 3; however, in some cases the level used was not reported. No attempt is made to present a comprehensive analysis of each study. Instead the reader is referred to the original sources for more extensive information.

Later research on Level P. Several studies reporting on the effectiveness of Level P are summarized in Table 2.5.

The effectiveness of Level P with disadvantaged children has been rather well researched, and the findings are quite consistent. Howe (1972), Jones (1970), McConnell, Horton, and Smith (1969), Miller (1977), Parker (1969, 1970), and Woodhead (1976) all found significant support for Level P. However, after only three months of intervention, the various findings, based on ITPA total language age scores and IQ scores, were mixed. After nine months, gains were generally significant. In summary, Level P appears to be effective in stimulating gains among disadvantaged children in the cognitive and language areas, and even in social competency. Its effects on reading readiness are questionable, although gains were made in some instances.

The research on the effectiveness of Level P with moderately retarded children is less supportive. Happ and Lyon (1972) reported progress in functional language, and Shiach (1973) found significant gains on language measures. However, Leiss and Proger (1974) and Proger and Leiss (1976) conducted a three-year study (Leiss & Proger, 1977) in which Level P was used during the second and third years. Their purpose was to compare the effects of Level P and *Distar* (Engelmann & Osburn, 1970) on trainable children. *Distar* groups gained more on all measures, except that, in the third year, the PLDK-P group made significantly greater gains on auditory association. Leiss and Proger acknowledge the weakness of their research design since, for practical reasons, nonverbal children were assigned to the PLDK-P group, and children with some words and phrases were assigned to a combined *Distar* — PLDK-P group. Thus the *Distar* groups had a clear advantage in functional language skills. Nevertheless, the results do seem to support other studies to be noted later in this guide (Guess, Rutherford, Smith, & Ensminger, 1970; Guess, Smith, & Ensminger, 1971) in which the contents of the PLDK lessons were found to be too advanced for trainable children. Apparently, concepts presented to these youngsters need to be simpler and more functional. Also, the learning environment needs to be more highly structured than PLDK provides on its own.

Later research on Level 1. A summary of Level 1 research is found in Table 2.6. The findings in it need to be considered along with the early studies reported in Tables 2.3 and 2.4. Clearly, the results were mixed. In the later research, significant gains were consistently made with mildly retarded subjects. Schifani (1971) found significant gains for ITPA language age after nine months of PLDK instruction. Campbell, Moffat, and Bracket (1978) report a study unique in PLDK research. Their

Table 2.5
Summary of later research on Level P of the original edition of the PLDK series

Researcher	Year	Population	CA	IQ	Use of Materials	Duration of Treatment	Results
McConnell, Horton, & Smith	1969	Urban; low SES	Ranged from 2.67 to 5.91	$\bar{X} = 92$	Standard as part of total program	9 months; first 85 to 90 lessons	Significant support for S-B IQ gains. No significant support for PPVT gains. Significant gains made on LA. Significant gains made on MRT.
Parker	1969a 1969b 1970	Comparison-middle SES caucasian; experimental-low SES black. Each group had matched controls	4-year-olds	$\bar{X} = 95$	Standard	One group = 9 months; one group = 3 months	Significant support for 9-month group on IQ, VA, VE, VC, ASM, VSM. Three-month group made no significant gains. Nine-month group and comparison group resulted in no significant differences, although there were initial gains. No significant support for MRT gains.
Jones	1970	Urban; low SES	Ranged from 4 to 6	(not given)	Standard; approximately 56 lessons	2½ months (estimate); daily	Significant support on ITPA total and IQ for pre-post gains. Significant gains occurred for regular preschool and regular preschool with PLDK.
Happ & Lyon	1972	TMR	5 to 9	MA ($\bar{X}$) = 2.5	Modified to lowered needs of TMR	(not specified)	More functional language observed. No data.
Howe	1972	Low SES	Pre-school, 3- & 4-year-olds	Approximately 100	Standard, with story reading & discussion added	Full school year	Significant support on VA. Greater gains on PPVT. <i>Distar</i> group made greater gains on AM. PLDK enhanced conceptual processes. <i>Distar</i> enhanced memory.
Shiach	1973	Severely subnormal	$\bar{X} = 11.67$	$\bar{X} = 44.5$	Standard	Full school year	Significant support on VE, ME, and total LA.
Leiss & Proger	1974	TMR	Ranged from 7 to 14	First group ranged from 21 to 43; second group ranged from 44 to 53	Standard	7½ months	For high-IQ group, PLDK was significantly better than for low-IQ group. <i>Distar</i> groups were significantly better than PLDK groups. Low-IQ PLDK did significantly worse than either <i>Distar</i> group.
Proger & Leiss	1976	TMR	Ranged from 7 to 14	First group ranged from 21 to 43; second group ranged from 44 to 53	Standard	7½ months	Significant support for improved MA. <i>Distar</i> groups were significantly better on VA, VE, GC, PPVT, Spencer Memory for Sentences, & <i>Distar</i> placement.
Woodhead	1976	Low SES	$\bar{X} = 4.2$ Ranged from 3.4 to 5.0	$\bar{X} = 100.9$	Standard, with minimal modifications to British Educational System	Full school year (estimate)	Significant support for VA, VE. Greater gains on GC, AA, ASM.
Miller	1977	Low SES	$\bar{X} = 4.2$	(not given)	Standard	7 months (approximately); first 85 to 90 lessons	Significant support on Cain Levine Social Competency Scale. No significant support on Preschool Inventory, although greater gains were made.

primary area of investigation was mathematics achievement (specifically, computation and application) as measured by the *Stanford Achievement Test*. They found that the PLDK group, after only two and one-half months, made significant mathematics achievement gains between pretesting and posttesting, when compared with the controls.

Mitchell (1967) and Gazdic (1971) found no significant support for ITPA language gains with high-risk pre-first graders and first graders. Mitchell conducted research using Level 1 with summer Head Start children before their first-grade year. Level 1 was the lowest level available at the time, and so the possibility exists that it was too advanced.

With French-speaking Canadian children with language problems, Marchand, Buelde, and Woodward (1974) obtained significant ITPA results after only four months of intervention.

More research has been done with Level 1 than with any of the other levels. Additional evidence on its effectiveness is presented later in this guide when an overall research analysis is reported.

Later research with a combination of levels and with Levels 2 and 3. Some studies have used combinations of Levels P, 1, 2, and 3 to match a wide range of pupil abilities. One study used the experimental version of the original Level 3. These are summarized in Table 2.7.

Except for the IMRID studies reported earlier, no independent study was found that tested the efficacy of Level 2 in isolation, and there was only one that tested Level 3.

The Level 3 study was conducted by Cross (1968), who conducted a six-month study using the experimental lessons of that level. The children were regular-class third graders, one group of whom was at or below the 33rd percentile in total language skills as measured by the *Iowa Tests of Basic Skills* (ITBS). The other group consisted of students who were above the 33rd percentile. The low-achieving PLDK group made significant *Stanford-Binet* IQ gains. There were also significant gains for number of responses made to a silent movie stimulus for low-achieving students, and a significant increase in ITBS reading scores for the high-achieving group. This latter finding is especially important, since few studies have reported reading achievement gains. Carter (1967), as previously discussed, also found reading gains one year after first-grade PLDK lessons. The research of both Carter and Cross suggests the possibility that reading gains may occur at second and third grade. Neither study says which basal reader was used. However, since many basal readers do not focus on comprehension skills until the second and third grade, there may have been little interaction between the Peabody lessons and the reading test scores until that time.

Two studies (Guess, Rutherford, Smith, & Ensminger, 1970; Guess, Smith, & Ensminger, 1971) found significant support for Levels P, 1, and 2 when used with severely retarded children in residential facilities. However, Level P had to be extensively modified to stimulate appropriate behaviors. Significant IQ gains and ITPA total LA gains were made after the first nine months by the group receiving PLDK lessons. However, no extra growth was noted when treatment extended for another nine months, suggesting again that an "initial spurt" phenomenon may have occurred. Another finding was that psychiatric aides, without prior teacher training, could teach the PLDK lessons effectively. This finding is supported by Howe (1971, 1972). He found that paraprofessionals, in this case community aides who enrolled in a training program, were effective in teaching the PLDK lessons in a community

Table 2.6
Summary of later research on Level 1 of the original edition of the PLDK series

Researcher	Year	Population	CA	IQ	Use of Materials	Duration of Treatment	Results
Mitchell	1967	Culturally diverse; Head Start pre-first graders	Summer before first grade	(not given)	Standard; 25 lessons	Summer of 1966	No significant support on total language score. PLDK gains made. Mean raw score greater on post-test than pre-test. Differential effect on ITPA, AV.
Gazdic	1971	"High risk" first graders	(not given)	$\bar{X} = 93.78$ Ranged from 75 to 111	Standard, developmental first-grade program	Full school year	No significant support.
Schifani	1971	EMR	Ranged from 9 to 13	Ranged from 50 to 80	Standard	9 months	Significant support for LA gains.
Marchand, Buelde, & Woodward	1974	L.D. language problems; French-speaking Canadian	Ranged from 5.75 to 7.75	Ranged from 85 to 134	Modified in vocabulary, & creativity, & sequencing	4 months	Significant results. Pre-post gain design. Significant for listening, Wepman, ITPA.
Campbell, Moffat, & Bracket	1978	EMR	Ranged from 6 to 9	Ranged from 50 to 75	Standard; Lessons 1-5 & 13-53	2½ months; 45 sessions; 30 min. daily	Significant support for mathematics achievement gains.

Table 2.7

Summary of later research on Levels 2 and 3, and combined levels of the original edition of the PLDK series

Researcher	Year	PLDK Levels	Population	CA	IQ	Use of Materials	Duration of Treatment	Results
Cross	1968	3 (exp.)	Third-grade regular class divided into low and high groups	$\bar{X} = 8.26$ Ranged from 7.6 to 8.8	$\bar{X} = 100$ Ranged from 74 to 138	Standard	6 months	Significant support for IQ gains for low-achieving students. No significant support for PPVT gains. Significant support for increase in number of responses for low-achieving. PLDK enhances reading on ITBS for regular class students.
Guess, Rutherford, Smith, & Ensminger	1970	P, 1, 2	Severely retarded in residential facility	$\bar{X} = 13$ Ranged from 4 to 18	$\bar{X} = 33$ Ranged from 14 to 61	Standard for Levels 1 and 2. Level P was extensively modified for lowest IQ students	9 months	Significant support for IQ gains for combined PLDK and special class group over those receiving none. Significant support for PLDK group with LA over group with no treatment and group with only special class.
Saudergras, Madsen, & Thompson	1971	P & 3	Regular combined second- and third-grade students; culturally diverse	$\bar{X} = 8.5$	$\bar{X} = 77$	Adapted as part of eclectic, prescriptive, learning center program	3 months; 15-minute sessions, 3 days a week	Support based on Sheldon Reading Inventories. Significant support for total prescriptive program.
Guess, Smith, & Ensminger	1971	P, 1, 2	Severely retarded in residential facility	Same as above	Same as above	Same as above	18 months total (follow-up of above)	Significant support for IQ gains for 1-to-9-month group. No significant support for IQ for 1-to-18 and 9-to-18. Significant support for ITPA total LA gains for 9-to-18 and 1-to-18.
Lovitt & Smith	1972	P, 1, 2, & 3	Learning disability (single subject study)	9	(not given)	Picture cards only, pulled from each level	28 days (sessions)	Verbal responses significantly changed according to instructions given for beginning a sentence and length of response.
Carter	1975	1 & 2	Random sample from 84 EMR & 6 TMR	$\bar{X} = 12.2$	$\bar{X} = 63$	Selected lessons in 1 & 2 for specific auditory discrimination training	6 weeks; daily 30-minute sessions	Significant support for Wepman Auditory Discrimination gains.

preschool. Both sets of studies, as well as the IMRID study reported earlier, agree that aides can be effective instructors of PLDK lessons.

Three other studies represent unusual uses for the PLDK lessons. Lovitt and Smith (1972) used only the picture cards to serve as stimuli for verbal responses. They found that such responses were significantly improved after instruction was given in how to begin a sentence. Saudergras, Madsen, and Thompson (1971) used lessons from Levels P and 3 as part of a total prescriptive program in a learning center. Children needing specific skills were given selected instruction to remediate their language difficulties. The authors concluded that this approach was effective.

Carter (1975) used selected lessons in Levels 1 and 2 to stimulate auditory discrimination, and subjects made significant gains on the *Wepman Auditory Discrimination Test*. Carter's findings suggest that this procedure stimulates auditory discrimination.

Later research on unspecified levels. Several studies used the original PLDK lessons, but the levels used were not reported. Therefore, these studies are analyzed according to population and duration of instruction. They are summarized in Table 2.8.

Discussed first are three studies involving socioeconomically disadvantaged subjects. Beidler (1968) used a language arts program, along with PLDK lessons, for seven months with such children in the primary grades. No significant gains were found except in word recognition, a result hard to understand since PLDK involves no written language. With four-year-old youngsters, Richmond (1970) found no significant gains over controls from using PLDK lessons for a year. This finding seems incompatible with much of the other evidence. With rural kindergarten children, Clasen, Spear, and Tomaro (1969), after PLDK lessons were taught for only eight weeks, reported significant overall gains for ITPA language age. And, rather remarkably, this gain persisted after one year in two of the ITPA subtests, visual perception and visual association.

Next reported are two studies whose subjects were mildly retarded children. After a 15-week instruction period, Rabush (1973) found that the *Syntax Teaching Program* was more effective than PLDK for low-verbally-performing retarded children. This finding is consistent with the authors' initial recognition that syntactical patterns are not emphasized in PLDK lessons. A unique study was conducted by Riegel, Taylor, and Danner (1973). They used two treatments, PLDK lessons and strategy training, to investigate the improvement of recall and sorting skills. Because PLDK does not directly teach sorting, more significant results for sorting skills were obtained by the strategy-training group. However, no significant differences were found between the groups on total recall.

Later research on long-term PLDK effects. The ultimate goal of any treatment is to have long-term positive effects. In the IMRID studies, some evidence showed that the effects of teaching the PLDK lessons faded out by the fourth grade follow-up. However, Carter has found more positive effects.

As reported earlier, Carter (1966a, 1966b) conducted a study with low socioeconomic students in the first grade. The experimental group received PLDK language training with the regular class curriculum, and the control group received the regular class curriculum only. PLDK instruction extended only over a 10-week period, and Carter used the experimental edition of Level 1. He found significant S-B IQ and mental age gains, as well as overall ITPA language age gains. Results were significant upon pretest and posttest analysis, as well as significantly different from the control group scores. There was, however, no significant difference between pre- and post-scores or control group comparisons on reading achievement, as measured by the *Lee-Clark Reading Test*.

Twenty months (1.8 years) after the initial testing, Carter (1967) found that significant gains had been maintained. By that time, the children were in the middle of the second grade. One extraordinary finding was that significant reading achievement differences emerged in favor of the experimental PLDK group when the *California Reading Test* and the *Durrell Analysis of Reading Difficulty* were used. In summary, IQ, MA, and LA gains remained significantly superior to the controls, and a significant reading differential emerged after 20 months.

Table 2.8
Summary of later research on unspecified levels of the original edition of the PLDK series

Researcher	Year	Population	CA	IQ	Use of Materials	Duration of Treatment	Results
Beidler	1968	Low SES in regular classes	Grades K, 1, & 2	(not given)	Standard, used with regular language arts program	7 months	No significant support for K, 1, or 2 on Otis Lennon MA, Reading, and Listening. Significant support for second graders on Word Recognition.
Clasen, Spear, & Tomaro	1969	Low SES; rural	(not given)	(not given)	Standard, with games and other language-building activities	8 weeks; daily	Significant support for ITPA. Significant support one year later for kindergartners on VR, VA. No significant support for IQ gains.
Richmond	1970	Low SES	4-year-olds	(not given)	Standard	Full school year	No significant support for PLDK over regular program. Both groups made significant pre-post gains.
Rabush	1973	Low-verbally-performing students	Ranged from 4 to 14	(not given)	Standard	15 weeks; 60 sessions; 30 minutes each	No significant support for PLDK. Syntax Teaching Program was more effective on direct measure of verbal expression.
Riegel, Taylor, & Danner	1973	EMR	SIS group $\bar{X} = 8.3$ PLDK group $\bar{X} = 7.7$	SIS group $\bar{X} = 72.5$ PLDK group $\bar{X} = 72.3$	Standard	4 weeks	PLDK and SIS (strategy training) no significant differences on total recall. SIS positively significant on sorting and recall clustering.

Approximately one year later, when the children were in the third grade, the same significant differences continued to be evident (Carter, 1969, 1971). The experimental group (24 of the original 32) had not reached "grade level," but were achieving significantly better than their controls, who had not received PLDK lessons. Experimental group IQ, MA, and LA scores continued to be significantly higher than those for the control group.

Carter and Capobianco (1976) published another follow-up report when most of the subjects had completed the seventh grade. They also located records on 17 of the original 32 pairs. Once again, significant gains were maintained.

Needless to say, Carter and his associates have presented interesting long-term results, after PLDK lessons were taught for only 10 weeks in the first grade. However, since the long-term effects are so positive, and so divergent from the follow-up IMRID study, there is a clearly indicated need for additional research on the long-term effects of the PLDK lessons.

Overall Research Analyses

The foregoing review of individual research shows a pattern of mixed results. Some studies report positive gains, and others no significant progress. This raises the basic question: Under what circumstances, for what groups of children, and in which areas, does the PLDK program work? Several review articles throw considerable light on this query.

Hammill and Larsen (1974) reviewed the results of 39 studies reporting on the effectiveness of a variety of language intervention programs. In 31 of the 39 studies, PLDK was used as the program of instruction. In all cases, the ITPA was used as a measure of pupil improvement in language functioning. These reviewers were especially interested in determining which subtests (psycholinguistic processes), if any, were stimulated by the training programs. From an analysis of the data, they concluded: "The effectiveness of psycholinguistic training has not been *conclusively* demonstrated. Therefore, the rapid expansion of psycholinguistic training programs seems unwarranted."

This negative finding precipitated two replies. In the first, Minskoff (1975) argued that such a conclusion was not warranted because so many studies had design weaknesses, the treatments extended over too short a time, and too few subjects were used. After reinterpretation of the data, she concluded that psycholinguistic training can be effective.

The second reply was by Lund, Foster, and McCall-Perez (1978), who reanalyzed 24 of the 39 studies reviewed by Hammill and Larsen. They reported finding a number of cases of inaccurate reporting, inappropriate categorization, and misinterpretation which invalidated the conclusions. Their conclusion was that some studies showed significant gains and others did not. Thus no black-and-white indictment was justified.

In a reply, Hammill and Larsen (1978) conceded they had made some errors in reporting the data. However, they continued to argue that the inconclusive and mixed results, in and of themselves, demonstrated that the effectiveness of psycholinguistic process training had yet to be *conclusively* demonstrated. Clearly, the word *conclusively* made their observation technically accurate, but hardly justified the extreme course of action they proposed, namely to condemn all psycholinguistic training programs.

The controversy remained unresolved until Kavale (1980, in press) reported the results of his reanalyses of these efficacy studies. Hammill and Larsen simply used *inferential tests of significance* to report each study as producing "passing" or "failing" results. Kavale spotted this all-or-none weakness that was used to analyze the data. So he proceeded to conduct a meta-analysis on the same data, using procedures developed by Glass (1976, 1977). The results were based on the original 39 studies. These data represented approximately 1,850 experimental and control subjects, who averaged 7.5 years of age with a mean IQ of 82, and who received an average of only 50 hours of psycholinguistic training. This meta-analysis was based on the large samples and thus was able to shed light on the magnitude of the treatment effects. The major results were as follows:

1. Overall, the subjects receiving psycholinguistic training stood at the 65th percentile of the average for the control group, who stood at the 50th percentile. This 15-percentage differential was considered substantial enough to justify psycholinguistic training.

2. The PLDK program was found to be more effective than the others cited in the report. Included were highly structured programs, perceptual-motor training, and ITPA-based instruction. It was suggested that the moderately structured and sequential nature of PLDK lessons was the major factor contributing to its greater effectiveness.

3. The PLDK lessons stimulate all nine ITPA subtests. The average effects are rank-ordered below:

Vocal expression	0.77
Manual expression	0.53
Auditory association	0.49
Visual association	0.45
Visual sequential memory	0.42
Auditory sequential memory	0.34
Auditory reception	0.32
Grammatical closure	0.11
Visual reception	0.10

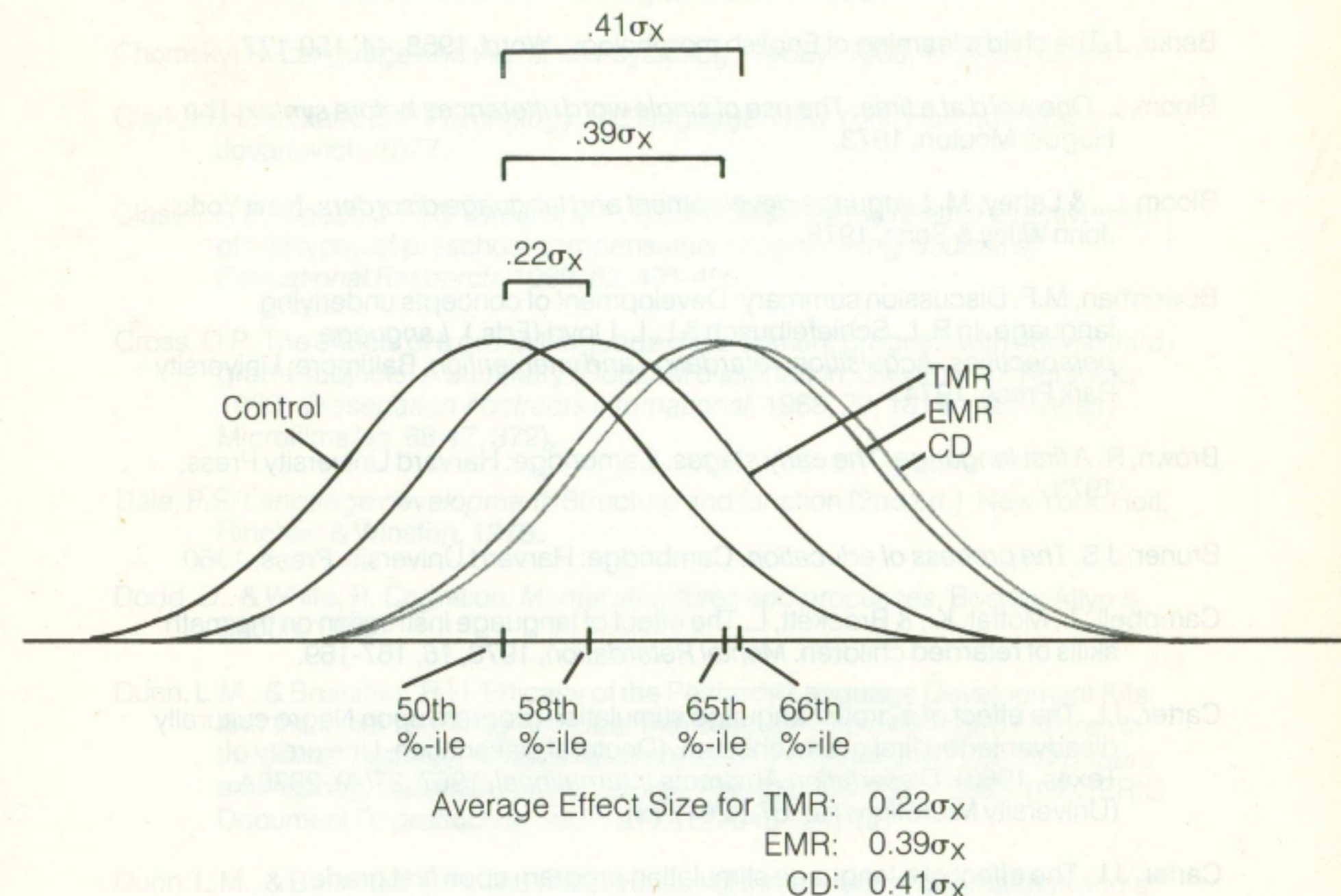
As designed, the Peabody lessons are especially effective in teaching children to express themselves well. They do not teach well the rules of grammar, or how to classify pictures from memory.

4. PLDK lessons were found to be slightly more effective for low socioeconomic children, often black, than for mildly retarded and learning disabled children. The differences, however, were minimal. The program did not work well, as written, for trainable mentally retarded children. The average effect size for the three groups is shown below in Figure 2.1.

5. The program worked equally well with preschool and elementary level children.

The more sensitive meta-analysis brought the findings of existing research reports into focus. An overall pattern now has been discerned. Another decade or more of efficacy studies is needed to sharpen the conclusions. It is to be hoped that a body of knowledge will emerge on the effectiveness of the PLDK-R lessons in teaching English as a second language. PLDK-R is not designed to work with all children. The task is to determine more precisely under which circumstances and for which children it works best.

Figure 2.1
Differential effects of language intervention on ITPA scores for culturally disadvantaged, educable mentally retarded, and trainable mentally retarded subjects (Kavale, 1980; Kavale, in press)



Notice

We urge researchers investigating the effectiveness of the PLDK-R series to mail copies of both their unpublished and published reports to the publisher or the authors.

References

- Anderson, J.R. *Cognitive psychology and its implications*. New York: W.H. Freeman, 1980.
- Arter, J.A., & Jenkins, J.R. Differential diagnosis — prescriptive teaching: A critical appraisal. *Review of Educational Research*, 1979, 49, 517-555.

- Beidler, A.E. The effects of the Peabody Language Development Kits on the intelligence, reading, listening and writing of disadvantaged children in the primary grades (Doctoral dissertation, Lehigh University, 1968). *Dissertation Abstracts International*, 1969, 29, 3760A-3761A. (University Microfilms No. 69-7322).
- Berko, J. The child's learning of English morphology. *Word*, 1958, 44, 150-177.
- Bloom, L. *One word at a time: The use of single word utterances before syntax*. The Hague: Mouton, 1973.
- Bloom, L., & Lahey, M. *Language development and language disorders*. New York: John Wiley & Sons, 1978.
- Bowerman, M.F. Discussion summary: Development of concepts underlying language. In R. L. Schiefelbusch & L. L. Lloyd (Eds.), *Language perspectives: Acquisition, retardation and intervention*. Baltimore: University Park Press, 1974.
- Brown, R. *A first language: The early stages*. Cambridge: Harvard University Press, 1973.
- Bruner, J.S. *The process of education*. Cambridge: Harvard University Press, 1960.
- Campbell, J., Moffat, K., & Brackett, L. The effect of language instruction on the math skills of retarded children. *Mental Retardation*, 1978, 16, 167-169.
- Carter, J.L. The effect of a group language stimulation program upon Negro culturally disadvantaged first grade children. (Doctoral dissertation, University of Texas, 1966). *Dissertation Abstracts International*, 1967, 27(A), 2870A. (University Microfilms No. 67-3261). (a)
- Carter, J.L. The effect of a language stimulation program upon first grade educationally disadvantaged children. *Education and Training for the Mentally Retarded*, 1966, 1, 169-174. (b)
- Carter, J.L. *The long range effects of a language stimulation program upon Negro educationally disadvantaged first grade children*. Houston, Texas: Houston University, 1967. (ERIC Document Reproduction Service No. ED 013 276).
- Carter, J.L. *Follow-up study of the effects of a language stimulation program upon Negro educationally disadvantaged first grade children. Final report*, 1969. (ERIC Document Reproduction Service No. ED 035 714).
- Carter, J.L. An analysis of the effects of a language development program with first grade children of the New Orleans education improvement project. *Journal of Negro Education*, 1971, 40, 352-355.
- Carter, J.L. Auditory discrimination and training for educable retarded children. *Education and Training of the Mentally Retarded*, 1975, 10, 94-95.

- Carter, J.L., & Capobianco, R.J. A systematic language stimulation program — revisited. *Education and Training of the Mentally Retarded*, 1976, 11, 112-116.
- Chomsky, N. *Syntactic structures*. The Hague: Mouton, 1950.
- Chomsky, N. Language and the mind. *Psychology Today*, 1968, 1, 48-51, 66-68.
- Clark, H.H., & Clark, E.V. *Psychology and language*. New York: Harcourt Brace Jovanovich, 1977.
- Clasen, R.E., Spear, J.E., & Tomaro, M.P. A comparison of the relative effectiveness of two types of preschool compensatory programming. *Journal of Educational Research*, 1969, 62, 401-405.
- Cross, D.P. The effects of a group language development program with normal third grade subjects: A summary (Doctoral dissertation, University of Kentucky, 1968). *Dissertation Abstracts International*, 1968, 29, 1819A. (University Microfilms No. 68-17, 372).
- Dale, P.S. *Language development: Structure and function* (2nd ed.). New York: Holt, Rinehart & Winston, 1976.
- Dodd, D., & White, R. *Cognition: Mental structures and processes*. Boston: Allyn & Bacon, 1980.
- Dunn, L.M., & Bruininks, R.H. Efficacy of the Peabody Language Development Kits and the Initial Teaching Alphabet with southern disadvantaged children in the primary grades: A follow-up report after the fourth grade. *IMRID papers and reports*. Nashville, Tenn.: George Peabody College, 1968, V(14). (ERIC Document Reproduction Service No. ED 043 724). (a)
- Dunn, L.M., & Bruininks, R.H. The effectiveness of three reading approaches and an oral language stimulation program with disadvantaged children in the primary grades: A follow-up report after the third grade. *IMRID papers and reports*. Nashville, Tenn.: George Peabody College, 1968, V(13). (b)
- Dunn, L.M., Horton, K.B., & Smith, J.O. *Peabody Language Development Kits: Level P* (1st ed.). Circle Pines, Minn.: American Guidance Service, 1968.
- Dunn, L.M., & Mueller, M.W. The effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with disadvantaged children in the primary grades: After one year. *IMRID Monograph #2*. Nashville, Tenn.: George Peabody College, 1966.
- Dunn, L.M., Neville, D., Bailey, C.F., Pochanart, P., & Pfof, P. The effectiveness of three reading approaches and an oral language stimulation program with disadvantaged children in the primary grades: After one year. *IMRID Monograph #7*. Nashville, Tenn.: George Peabody College, 1967.

- Dunn, L.M., Neville, D., Pfof, P., Pochanart, P., & Bruininks, R.H. The effectiveness of three reading approaches and an oral language stimulation program with disadvantaged children in the primary grades: A final report after two years of the Cooperative Reading Project. *IMRID Monograph #10*. Nashville, Tenn.: George Peabody College, 1968.
- Dunn, L.M., Nitzman, M., Pochanart, P., & Bransky, M. Effectiveness of the Peabody Language Development Kits with educable mentally retarded children: A report after two and one-half years. *IMRID papers and reports*. Nashville, Tenn.: George Peabody College, 1968, V(15). (ERIC Document Reproduction Service No. ED 043 185).
- Dunn, L.M., Pochanart, P., & Pfof, P. The effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with disadvantaged children in the primary grades: After two years. *IMRID Monograph #6*. Nashville, Tenn.: George Peabody College, 1967. (ERIC Document Reproduction Service No. ED 026 125).
- Dunn, L.M., Pochanart, P., Pfof, P., & Bruininks, R.H. The effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with disadvantaged children in the primary grades: A report after the third grade of the Cooperative Language Development Project. *IMRID Monograph #9*. Nashville, Tenn.: George Peabody College, 1968. (ERIC Document Reproduction Service No. ED 043 723).
- Dunn, L.M., & Smith, J.O. *Peabody Language Development Kits: Levels #1, #2, & #3* (1st ed.). Circle Pines, Minn.: American Guidance Service, 1965, 1966, 1967.
- Ellis, H.C. *Fundamentals of human learning, memory, and cognition* (2nd ed.). Dubuque, Iowa: W. C. Brown, 1978.
- Engelmann, S., & Osborn, J. *Distar: An instructional system for language instruction*. Chicago: Science Research Associates, 1970.
- Ensminger, E.E. The effects of a classroom language development program on psycholinguistic abilities and intellectual functioning of slow learning and borderline retarded children (Doctoral dissertation, University of Kansas, 1966). *Dissertation Abstracts International*, 1966, 27(B), 2158B-2159B. (University Microfilms No. 66-13, 029).
- Floyd, A. *Cognitive development in the school years*. New York: Halsted Press, 1979.
- Forgnone, C. Effects of group training in visual perception and language development upon the visual perception and psycholinguistic abilities of retarded children (Doctoral dissertation, George Peabody College, 1966). *Dissertation Abstracts International*, 1967, 27(A), 1197A-1198A. (University Microfilms No. 66-11, 225).
- Forgnone, C. Effects of visual perception and language training upon certain abilities of retarded children. *Education and Training of the Mentally Retarded*, 1976, 11, 212-217.

- Fristoe, M. *Language intervention systems for the retarded*. Montgomery, Ala.: Alabama State Department of Education, 1975.
- Fristoe, M., & Lloyd, L.L. *Language intervention systems: A clinical and educational guide*. Baltimore: University Park Press, in press.
- Gazdic, J.M. *An evaluation of a program for those children ascertained to be not ready for regular first grade placement*. Unpublished Master's thesis, Northeastern Illinois State College, 1971.
- Gibson, R. Effectiveness of a supplemental language development program with educable mentally retarded children (Doctoral Dissertation, University of Iowa, 1966). *Dissertation Abstracts International*, 1967, 27(A), 2726A-2727A. (University Microfilms No. 67-2620).
- Gibson, R. *Effectiveness of the Peabody Language Development Program with a class of educable mentally retarded children*. Presented at the 1967 National Meeting of the American Association on Mental Deficiency, Denver, Colorado, May 20, 1967.
- Glass, G.V. Primary, secondary, and meta-analysis of research. *Educational Researcher*, 1976, 5, 3-8.
- Glass, G.V. Integrating findings: The meta-analysis of research. In L. S. Shulman (Ed.), *Review of research in education*, 1977, 5, 351-379.
- Gluckenberg, S., & Danks, J.H. *Experimental psycholinguistics: An introduction*. New York: John Wiley & Sons, 1975.
- Graham, L.W. Language programming and intervention. In L. L. Lloyd (Ed.), *Communication assessment and intervention strategies*. Baltimore, Maryland: University Park Press, 1976.
- Guess, D., Rutherford, G., Smith, J.O., & Ensminger, E.E. Utilization of sub-professional personnel in teaching language skills to mentally retarded children: An interim report. *Mental Retardation*, 1970, 8, 17-23.
- Guess, D., Smith, J.O., & Ensminger, E.E. The role of nonprofessional persons in teaching language skills to mentally retarded children. *Exceptional Children*, 1971, 37, 447-453.
- Hammill, D.D., & Larsen, S.C. The effectiveness of psycholinguistic training. *Exceptional Children*, 1974, 41, 5-14.
- Hammill, D.D., & Larsen, S.C. The effectiveness of psycholinguistic training: A reaffirmation of position. *Exceptional Children*, 1978, 44, 402-414.
- Happ, F.W., & Lyon, S. Communicative skills for trainables. *Mental Retardation*, 1972, 10, 38-39.

- Hausman, R.M., & Apffel, J.A. Differential effects on the ITPA (Illinois Test of Psycholinguistic Abilities) profile of the final version of the Peabody Language Development Kits (Levels #1 and #2) with young disadvantaged Negro children. *IMRID papers and reports*. Nashville, Tenn.: George Peabody College, 1968, V(24). (ERIC Document Reproduction Service No. ED 105 476).
- Horton, K.B. *Summary of field testing of PLDK-P on which pre-program and post-program test data was accumulated and analyzed*. Unpublished memorandum, Circle Pines, Minn.: American Guidance Service, 1968.
- Howe, A.C. *The Heman Street preschool. Preliminary report*, 1971. (ERIC Document Reproduction Service No. ED 057 917).
- Howe, A.C. *The Heman Street preschool 1971-72 report*, 1972. (ERIC Document Reproduction Service No. ED 070 512).
- Ingram, D. *Phonological disability in children*. New York: Elsevier, 1976.
- Jones, E.L.H. The effects of a language development program on the psycholinguistic abilities and IQ of a group of preschool disadvantaged children (Doctoral dissertation, University of Arkansas, 1970). *Dissertation Abstracts International*, 1970, 31, 2761A-2762A. (University Microfilms No. 70-26, 204).
- Karmiloff-Smith, A. *A functional approach to child language*. Cambridge: Cambridge University Press, 1979.
- Kavale, K. Psycholinguistic training programs: Are there differential treatment effects? Unpublished research report, University of California at Riverside, 1980.
- Kavale, K. Functions of the Illinois Test of Psycholinguistic Abilities: Are they trainable? *Exceptional Children*, in press.
- Kirby, J.R., & Biggs, J.B. (Eds.). *Cognitive development and instruction*. New York: Academic Press, 1980.
- Klausmeier, H.J., Ghatala, E.S., & Frayer, D.A. *Conceptual learning and development: A cognitive view*. New York: Academic Press, 1974.
- Lee, V. (Ed.). *Language development*. New York: Wiley, 1979.
- Leiss, R.H., & Proger, B.B. *Language training for trainable mentally retarded. Annual project report: Second Year: ESEA Title III*. Norristown, Penn.: Montgomery County Intermediate Unit No. 23, 1974. (ERIC Document Reproduction Service No. ED 097 789).

- Leiss, R.H., & Proger, B.B. *Language training for trainable mentally retarded children: ITPA, Peabody, and Distar techniques*. Paper presented at the annual meeting of the American Educational Research Association (New York), 1977. (ERIC Document Reproduction Service No. ED 140 527).
- Lenneberg, E.H. *Biological foundations of language*. New York: Wiley, 1967.
- Leonard, L.B. *Meaning in child language: Issues in the study of early semantic development*. New York: Grune & Stratton, 1976.
- Levin, J.R., and Allen, V.L. (Eds.). *Cognitive learning in theories and strategies*. New York: Academic Press, 1976.
- Lloyd, L.L. (Ed.). *Communication assessment and intervention strategies*. Baltimore: University Park Press, 1976.
- Lovitt, T.C., & Smith, J.O. Effects of instructions on an individual's verbal behavior. *Exceptional Children*, 1972, 38, 685-693.
- Lund, K.A., Foster, G.E., & McCall-Perez, F.C. The effectiveness of psycholinguistic training: A reevaluation. *Exceptional Children*, 1978, 44, 310-318.
- MacNamara, J. Cognitive basis of language learning in infants. *Psychological Review*, 1972, 79, 1-13.
- Marchand, S.J., Buelde, M., & Woodward, R. Improving English in division I. *Saskatchewan Journal of Educational Research and Development*, 1974, 4, 16-22.
- McConnell, F., Horton, K.B., & Smith, B.R. Effects of early language training for culturally disadvantaged preschool children. *Journal of School Health*, 1969, 39, 661-665.
- McLean, J.E. Introduction: Developing clinical strategies for language intervention with mentally retarded children. In J. E. McLean, D. Yoder, & R. L. Schiefelbusch (Eds.), *Language intervention with the retarded: Developing strategies*. Baltimore: University Park Press, 1972.
- McLean, J.E., & Snyder-McLean, L.K. *A transactional approach to early language training*. Columbus, Ohio: Charles E. Merrill, 1978.
- McNeill, D. *The acquisition of language: The study of developmental psycholinguistics*. New York: Harper & Row, 1970.
- Meeker, M.N. *The structure of intellect: Its interpretation and uses*. Columbus, Ohio: Charles E. Merrill, 1969.
- Miller, J., & Yoder, D. Ontogenetic language teaching strategy for retarded children. In R. L. Schiefelbusch & L. L. Lloyd (Eds.), *Language perspectives: Acquisition, retardation and intervention*. Baltimore: University Park Press, 1974.

- Miller, L.B. *Four preschool programs: Their dimensions and effects — II. Final report.* Unpublished manuscript, Louisville, Kentucky: University of Louisville, 1977.
- Milligan, J.L. *A study of the effects of a group language development program upon the psycholinguistic abilities and later beginning reading success of kindergarten children.* Pullman, Wash.: Washington State University, 1965. (ERIC Document Reproduction Service No. ED 031 315).
- Milligan, J.L. *A study of the effects of a group language development program upon the psycholinguistic abilities of normal kindergarten children* (Doctoral dissertation, University of Kansas, 1966). *Dissertation Abstracts International*, 1967, 28(A), 1007A. (University Microfilms No. 67-10, 825).
- Minskoff, E.H. Research on psycholinguistic training: Critique and guidelines. *Exceptional Children*, 1975, 42, 136-144.
- Mitchell, R.S. *A study of the effects of a specific language training on psycholinguistic scores of Head Start pupils* (Doctoral dissertation, The Florida State University, 1967). *Dissertation Abstracts International*, 1968, 28, 1709A-1710A. (University Microfilms No. 67-14, 455).
- Moerck, E.L. *Pragmatic and semantic aspects of early language development.* Baltimore: University Park Press, 1977.
- Morehead, D.M., & Morehead, A. A Piagetian view of thought and language during the first two years. In R. L. Schiefelbusch and L. L. Lloyd (Eds.), *Language perspectives: Acquisition, retardation and intervention.* Baltimore: University Park Press, 1974.
- Morehead, D.M., & Morehead, A. (Eds.). *Normal and deficient child language.* Baltimore: University Park Press, 1976.
- Mueller, M., & Smith, J.O. The stability of language age modifications over time. *American Journal of Mental Deficiency*, 1964, 68, 537-539.
- Nelson, K. Structure and strategy in learning to talk. *Monographs of the Society for Research in Child Development*, 1973, 38, (1 & 2, Serial No. 149).
- Nelson, K. Concept, word and sentence: Interrelations in acquisition and development. *Psychological Review*, 1974, 81, 267-285.
- O'Neil, H.F., & Spielberger, C. (Eds.). *Cognitive and affective learning strategies.* New York: Academic Press, 1979.
- Parker, R.K. *Wakulla County preschool. Final report.* Tallahassee, Florida: Florida State University, 1969. (ERIC Document Reproduction Service No. ED 039 022).
- Parker, R.K. *The effectiveness of special programs for rural isolated four-year-old children: Wakulla County preschool.* Tallahassee, Florida: Florida State University, 1970. (ERIC Document Reproduction Service No. ED 056 743).

- Piaget, J. *The child's conception of the world.* New York: Harcourt, Brace & World, 1951.
- Piaget, J. *The origins of intelligence in children.* (2nd ed.) New York: International University Press, 1952.
- Posner, M.I. *Cognition: An introduction.* Glenview, Ill.: Scott, Foresman, 1973.
- Proger, B.B., & Leiss, R.H. *Language training for TMR children; Third year results and comparison with first two years; The Peabody, Distar, and ITPA programs: ESEA Title III.* Norristown, Penn.: Montgomery County Intermediate Unit No. 23, 1976. (ERIC Document Reproduction Service No. ED 126 647).
- Rabush, D.R. *A comparative study of the syntax teaching program and the Peabody Language Development Kit as they affect oral expressive language in children who demonstrate retarded verbal behavior* (Doctoral dissertation, University of Denver, 1973). *Dissertation Abstracts International*, 1973, 34 (6-A), 3192A-3193A. (University Microfilms No. 73-29, 654).
- Richmond, E.J. *The effect of the use of the Peabody Language Development Kit upon intellectual functioning and achievement of disadvantaged preschool children.* (Doctoral dissertation, University of Alabama, 1970). *Dissertation Abstracts International*, 1971, 31(12), 7643B-7644B. (University Microfilms No. 71-9134).
- Riegel, R.H., Taylor, A.M., & Danner, F.W. *The effects of training in the use of a grouping strategy on the learning and memory capabilities of young EMR children,* 1973. (ERIC Document Reproduction Service No. ED 104 050).
- Saudergras, R.A., Madsen, C.H., & Thompson, F. Prescriptive teaching in language arts remediation for Black rural elementary school children. *Journal of Learning Disabilities*, 1971, 3, 364-370.
- Schiefelbusch, R.L. (Ed.). *Bases of language intervention.* Baltimore: University Park Press, 1978. (a)
- Schiefelbusch, R.L. (Ed.). *Language intervention strategies.* Baltimore: University Park Press, 1978. (b)
- Schiefelbusch, R.L., & Lloyd, L.L. (Eds.). *Language perspectives — Acquisition, retardation and intervention.* Baltimore: University Park Press, 1974.
- Schifani, J.W. *The relationship between the Illinois Test of Psycholinguistic Abilities and the Peabody Language Development Kit with a select group of intermediate educable mentally retarded children* (Doctoral dissertation, University of Alabama, 1971). *Dissertation Abstracts International*, 1972, 32, 5076A. (University Microfilms No. 72-8466).
- Schlesinger, I.M. Relational concepts underlying language. In R. L. Schiefelbusch and L. L. Lloyd (Eds.), *Language perspectives: Acquisition, retardation and intervention.* Baltimore: University Park Press, 1974.

- Shiach, G.M. The effectiveness of a Peabody Language Development Kit with severely subnormal children. *British Journal of Educational Psychology*, 1973, 43, 294-297.
- Skemp, R.R. *Intelligence, learning and action*. New York: Wiley, 1979.
- Skinner, B.F. *Verbal behavior*. New York: Appleton-Century-Crofts, 1957.
- Skinner, B.F. *The technology of teaching*. New York: Appleton-Century-Crofts, 1968.
- Slobin, D.I. Cognitive prerequisites for the development of grammar. In D. I. Slobin & C. Ferguson (Eds.), *Studies of child language development*. New York: Holt, Rinehart & Winston, 1973.
- Smith, J.O. Effects of a group language development program upon the psycholinguistic abilities of educable mental retardates. *Peabody College Research Monograph Series in Special Education*, No. 1. Nashville, Tenn.: George Peabody College, 1962. (a)
- Smith, J.O. Group language development for educable mental retardates. *Exceptional Children*, 1962, 29, 95-101. (b)
- Staats, A.W. *Learning, language and cognition*. New York: Holt, Rinehart & Winston, 1968.
- Vygotsky, L.S. *Thought and language*. New York: Wiley, 1962.
- Whimbey, A. *Intelligence can be taught*. New York: E. P. Dutton, 1980.
- Woodhead, M. (Ed.). *An experiment in nursery education: Report of the National Foundation for Educational Research pre-school project*. Windsor, England: NFER Publishing, 1976.
- Yoder, D.E., & Miller, J.F. What we may know and what we can do: Input toward a system. In J. E. McLean, D. E. Yoder & R. L. Schiefelbusch (Eds.), *Language intervention with the retarded: Developing strategies*. Baltimore: University Park Press, 1972.

Appendix A: Acknowledgments

Since its original publication in 1968, Level P of the PLDK series has been used by many people who have suggested ways to improve, expand, and revise the program. Because literally hundreds of you have written to us, we cannot thank persons individually; we hope this revision will do that for us, as we have incorporated many of your suggestions and were guided by your advice. We are especially grateful to Connie Davies and to the teachers of Noble School for the Retarded in Indianapolis for their extensive field testing of the original lessons.

This revision was truly a joint venture between the authors and the very capable staff of American Guidance Service. AGS policy does not allow us to mention staff members by name. Most were in the Program Development department, which was responsible for editing our lessons and organizing the art. The contributions of the staff of the Product Development department are also recognized for securing the high-quality components and packaging of this revision. Special thanks go to Gene Roeckers of Wayzata, Minnesota, for the overall packaging design.

During a period of three years, the original lessons were thoroughly revised and expanded several times. Those persons contributing to this effort were Patsy Casey, Mary Craighead, Margie Donnelly, Susan Gorrell, Lydia Horton, Kathi Oster, and Jo Von Neida. Lynette Hardie Wills worked closely with the authors from the beginning of the revision, which has greatly benefited from her talent, her organization, her international perspective, and her dedication.

We are grateful to the following free-lance illustrators, whose talents were responsible for the new picture cards and posters: Lynn Bradford, Leighton Fossum, Richard Gravender, Charles Hooper, J. William Myers, Jr., Rosalie Pearson, and Denise Saupe. Mark Ascerno from the University of Minnesota critiqued the artwork of insects. We also thank Pony Maples of Nashville, who worked with us in developing the artwork for the posters and in critiquing "Sounds of the Environment."

Level P's puppets were created by several persons. Special thanks are due to Charles Hooper and Charlie Walton for helping to develop Zoey. P. Mooney remains the same in this revision, but again we thank Charlie Walton and Dorothy Barth for their part in his creation. Animal Fair, Inc., of Chanhassen, Minnesota, deserves credit for the production of both puppets.

The four new pieces entitled "Music for Movement" were composed by Libby Larsen of Minneapolis. AGS staff revised both the music and lyrics of the original "Songs for Language Development" and added new material for this revision. Bob Schultz of Voiceworks, Inc., and Jerry Stenstadvold at Sound 80 Studio, both of Minneapolis, engineered the recordings for both the songs and stories. The P. Mooney stories have been enhanced by the creative narrations of Irving Fink and Harriett Lee, both of Minneapolis.

In the manual to the first edition, we recognize many of the original contributors. Some of the key figures involved in this revision are cited here. But any

venture the size and scope of this revision has many contributors, and we thank them all. We also thank the children who have responded to and learned from the original lessons.

Special thanks are due to the persons who typed and retyped lessons and this Teacher's Guide: Chris Beam, Donna Campbell, Eileen Cloyd, Polly Delzell, Debbie Griffin, Loretta Harris, Cheryl Orloff, and Lindsay Sale. Finally, the staff of the Nashville-based 1101 Group has been involved in the development of this revised program in many different ways. Their interest, ideas, reactions, help, and encouragement throughout the revision are gratefully acknowledged.

K.B.H./L.M.D./J.O.S.
1/81

Appendix B: Manipulative Materials

COLOR CHIPS, 240

30 black	30 orange
30 blue	30 red
30 brown	30 white
30 green	30 yellow

COLOR CHIP CONTAINER, 1

MANIKINS, 2

1 Disassembled Manikin (20 parts)

13 Body Parts

2 arms	1 head
2 ears	2 legs
2 feet	1 neck
2 hands	1 trunk

4 Facial Features

2 eyes and eyebrows
1 mouth
1 nose

3 Hairstyles

1 curly hairdo
1 long hairdo
1 short hairdo

Movable Manikin

DISPLAY BOARD,*1

Ledges, 6

MAGNETIC GEOMETRIC SHAPES,* 60

15 Circles	15 Rectangles
5 large	5 large
5 medium	5 medium
5 small	5 small

*5 colors: black, blue, green, red, yellow; each shape in each size is represented in each color

15 Squares

5 large
5 medium
5 small

15 Triangles

5 large
5 medium
5 small

PLASTIC FRUITS AND VEGETABLES, 23

3 apples (1 green, 1 red, 1 yellow)	1 peach
3 bananas (2 large, 1 small)	3 pears (1 large, 1 medium, 1 small)
1 carrot	1 pineapple
1 corn	1 potato
1 lemon	3 strawberries
1 onion	1 tomato
3 oranges (1 large, 2 small)	

PUPPETS, 2

P. Mooney
Zoey

PUPPET ACCESSORIES, 5

P. Mooney bag
P. Mooney stick
Zoey's action hat
Zoey's discovery hat
Zoey's thinking hat

Appendix C: Visual Materials

CARDS, 463

Art Picture Cards

Animals, 38

- | | |
|---------------------|------------------|
| 1. bear (r)* | 20. hen (r) |
| 2. bear cub | 21. horse (r) |
| 3. bee (r) | 22. kid |
| 4. beetle | 23. kittens (r) |
| 5. bird (robin) (r) | 24. lamb |
| 6. butterfly | 25. lion (r) |
| 7. calf | 26. owl (r) |
| 8. cat | 27. pig (r) |
| 9. chick | 28. piglet |
| 10. colt | 29. puppy (r) |
| 11. cow (r) | 30. rabbit |
| 12. dog (r) | 31. rooster (r) |
| 13. duck (r) | 32. sheep (r) |
| 14. duckling | 33. spider |
| 15. elephant (r) | 34. squirrel (r) |
| 16. fly (r) | 35. toad (r) |
| 17. gerbil (r) | 36. turkey (r) |
| 18. goat (r) | 37. turtle |
| 19. goldfish | 38. worm |

Clothing and Accessories

- | | |
|------------------------|----------------------|
| 39. blouse (girl's) | 52. overalls |
| 40. bonnet (baby's) | 53. pajamas (boy's) |
| 41. booties | 54. pajamas (girl's) |
| 42. boots | 55. purse |
| 43. cap | 56. raincoat |
| 44. coat (girl's) | 57. ring |
| 45. coveralls (baby's) | 58. shirt (boy's) |
| 46. dress (girl's) | 59. shirt, knit |
| 47. glasses | 60. shoes, saddle |
| 48. jacket | 61. shoes, tennis |
| 49. jeans | 62. shorts |
| 50. mittens | 63. slip (girl's) |
| 51. necklace | 64. snowsuit |

*Note: (r) indicates accompanying recording in sound books 1, 2, or 3

- 65. socks
- 66. suit (boy's)
- 67. sweater
- 68. sweater (baby's)
- 69. swimsuit (boy's)
- 70. swimsuit (girl's)
- 71. underpants (girl's)
- 72. undershorts (boy's)
- 73. wristwatch

Face Pairs*

- 74. & 75. face smiling, short hair
- 76. & 77. face frowning, short hair
- 78. & 79. face smiling, long hair
- 80. & 81. face frowning, long hair
- 82. & 83. face smiling, right eye closed, long hair
- 84. & 85. face smiling, right eye closed, short hair
- 86. & 87. face smiling, both eyes closed, short hair
- 88. & 89. face frowning, both eyes closed, short hair
- 90. & 91. face smiling, both eyes closed, long hair
- 92. & 93. face frowning, both eyes closed, long hair

Foods

- 94. bacon
- 95. beans, green
- 96. beans, red
- 97. bread
- 98. cake
- 99. candy
- 100. cereal
- 101. cheese
- 102. cookies
- 103. corn on the cob
- 104. crackers
- 105. doughnut
- 106. eggs (fried)
- 107. fish (baked)
- 108. greens
- 109. ham
- 110. hamburger
- 111. hamburger (raw)
- 112. honey with comb
- 113. hot dog
- 114. ice-cream cone
- 115. jam
- 116. jello
- 117. juice, orange
- 118. milk
- 119. milk, chocolate
- 120. nuts
- 121. pancakes
- 122. peanut butter
- 123. pie, apple
- 124. popcorn
- 125. potato chips
- 126. potatoes (baked)
- 127. pretzels
- 128. rice
- 129. salad, fruit
- 130. sandwich
- 131. soda pop
- 132. soup
- 133. spaghetti with sauce
- 134. taco
- 135. toast
- 136. turkey, roasted

fruits and vegetables

- 137. apple
- 138. bananas
- 139. carrots
- 140. grapes
- 141. lemons
- 142. lettuce
- 143. onion
- 144. oranges
- 145. peach
- 146. pear
- 147. pineapple
- 148. potato
- 149. pumpkin
- 150. strawberries
- 151. tomato
- 152. watermelon

Household Items

- 153. bathtub (r)
- 154. bed
- 155. broom (r)
- 156. brush, hair
- 157. brush, scrub (r)
- 158. chair
- 159. chest of drawers
- 160. clock
- 161. comb
- 162. couch
- 163. cup and saucer
- 164. dish, baking
- 165. dustpan
- 166. fork
- 167. glass
- 168. iron
- 169. ironing board
- 170. knife
- 171. lamp
- 172. mop
- 173. pail
- 174. pan, frying
- 175. plate (r)
- 176. radio (r)
- 177. record player (r)
- 178. refrigerator
- 179. saucepan
- 180. scissors (r)
- 181. sewing machine (r)
- 182. sink, bathroom
- 183. sink, kitchen
- 184. soap, hand
- 185. soap, laundry
- 186. sponge
- 187. spoon
- 188. stove
- 189. table, kitchen
- 190. telephone (r)
- 191. television (r)
- 192. tissues, facial
- 193. toilet (r)
- 194. tool set
- 195. toothbrush (r)
- 196. toothpaste
- 197. vacuum cleaner (r)
- 198. washer (r)
- 199. wastebasket

People

- 200. acrobat
- 201. astronaut
- 202. baby (r)
- 203. barber
- 204. boy (r)
- 205. child
- 206. clown
- 207. dentist
- 208. doctor
- 209. farmer
- 210. fire fighter
- 211. girl (r)
- 212. grocer
- 213. mail carrier
- 214. man (r)
- 215. man, older (r)
- 216. nurse
- 217. police officer
- 218. teacher
- 219. toddler
- 220. woman (r)
- 221. woman, older (r)

emotional expressions

- 222. angry boy
- 223. happy girl
- 224. sad girl
- 225. surprised boy

Toys

- 226. airplane
- 227. art set
- 228. ball (r)
- 229. balloon (r)
- 230. blocks
- 231. book
- 232. doctor/nurse
- 233. doll buggy
- 234. dollhouse
- 235. dolls

236. drum (r)
 237. guitar (r)
 238. gun, cap (r)
 239. horse, rocking
 240. jump rope (r)
 241. jungle gym
 242. pail and shovel
 243. piano and stool (r)
 244. pinwheel
 245. puzzle
 246. race-car set
 247. rake, hoe, and shovel
 248. robot (r)
 249. sailboat
 250. sandbox
 251. skates, roller (r)

Vehicles

267. airplane, jet (r)
 268. ambulance (r)
 269. bicycle
 270. bus, passenger (r)
 271. bus, school
 272. car (r)
 273. car, police (r)
 274. helicopter (r)
 275. rowboat (r)

252. sled
 253. slide
 254. swing
 255. tea set
 256. teddy bear
 257. teeter-totters
 258. top (r)
 259. tractor
 260. train set (r)
 261. tree house
 262. tricycle
 263. truck
 264. tunnel
 265. wagon
 266. whistle (r)

276. ship (r)
 277. space capsule
 278. trailer, camping
 279. train, passenger (r)
 280. truck, fire (r)
 281. truck, mail
 282. truck, pickup
 283. truck, tow (r)

Miscellaneous Cards

Numerals and Color Shapes

numerals

284. 1 289. 6
 285. 2 290. 7
 286. 3 291. 8
 287. 4 292. 9
 288. 5 293. 10

color shapes

294. 1 yellow circle
 295. 2 blue squares
 296. 3 brown triangles
 297. 4 orange rectangles
 298. 5 green circles

color shapes, mixed

304. 1 brown shape
 305. 2 orange shapes
 306. 3 green shapes
 307. 4 white shapes
 308. 5 red shapes

299. 6 white squares
 300. 7 red rectangles
 301. 8 black circles
 302. 9 yellow squares
 303. 10 blue triangles

309. 6 black shapes
 310. 7 yellow shapes
 311. 8 blue shapes
 312. 9 brown shapes
 313. 10 orange shapes

colors and numerals

314. brown, blue, red, green
 315. yellow, green, blue, brown
 316. orange, red, green, yellow
 317. yellow, white, orange, brown
 318. black, red, white, blue

319. white, yellow, brown, blue
 320. green, black, white, orange
 321. red, orange, green, black
 322. black, brown, yellow, red
 323. blue, orange, black, white

Music

songs for language development (listed in order of appearance)

324. I'm P. Mooney (r)
 325. The Is-Are Song (r)
 326. Zoey (r)
 327. Elbert's Song (r)
 328. If and Then Go Together (r)
 329. The Not Song (r)

330. Hi Ho, Pal (r)
 331. Today, Yesterday, and Tomorrow (r)
 332. Things That Go Together (r)
 333. Make a Sound (r)
 334. Find That Shape (Color, Number) (r)

music for movement (listed in order of appearance)

335. Rhythm Walk (r)
 336. Round Dance (r)
 337. Rag March (r)
 338. Contrasts (r)

Story Cards With Narratives* *(listed in order of appearance)*

339.-352. How P. Mooney Got the P. Mooney Stick (r)
 353.-368. P. Mooney and Mr. Nobody (r)
 369.-385. P. Mooney and Zoey (r)
 386.-398. The Elephant That Did Not Know How to Listen (r)
 399.-418. P. Mooney, Ophelia, and the Where-Bear (r)
 419.-432. P. Mooney and the Kiwi (r)
 433.-450. Terrapin Turtle's Travel Troubles (r)
 451.-463. P. Mooney and the Gasless Goose (r)

POSTERS, 6 (listed in order of appearance)**

Farm in Spring (poster 1)
 Circus (poster 2)
 Department Store (poster 3)
 City in Summer (poster 4)
 Winter Scene (poster 5)
 Town in Fall (poster 6)

*Each illustration has the corresponding story part on its reverse side

**3 sheets printed on both sides

Appendix D: Auditory Materials

(three books of soundsheets, 33 1/3 rpm)

SOUND BOOK 1: P. MOONEY STORIES

	<i>Playing Time</i>
Page 1 How P. Mooney Got the P. Mooney Stick	6:15
Page 2 P. Mooney and Mr. Nobody	6:54
Page 3 P. Mooney and Zoey	7:40
Page 4 The Elephant That Did Not Know How to Listen	7:50
Page 5 P. Mooney, Ophelia, and the Where-Bear	7:14
Page 6 P. Mooney and the Kiwi	6:33
Page 7 Terrapin Turtle's Travel Troubles	8:04
Page 8 P. Mooney and the Gasless Goose	6:40

SOUND BOOK 2: SONGS FOR LANGUAGE DEVELOPMENT AND MUSIC FOR MOVEMENT

Songs	<i>Playing Time</i>
Page 1 band 1 I'm P. Mooney (vocal)	1:04
band 2 The Is-Are Song (vocal)	:57
band 3 The Is-Are Song (instrumental)	:57
band 4 Zoey (vocal)	1:35
band 5 Elbert's Song (vocal)	1:23
Page 2 band 1 If and Then Go Together (vocal)	:43
band 2 If and Then Go Together (instrumental)	:43
band 3 The Not Song (vocal)	:45
band 4 The Not Song (instrumental)	:45
band 5 Hi Ho, Pal (vocal)	:29
band 6 Hi Ho, Pal (vocal/instrumental)	:29
band 7 Hi Ho, Pal (instrumental)	:29
Page 3 band 1 Today, Yesterday, and Tomorrow (vocal)	1:12
band 2 Today, Yesterday, and Tomorrow (instrumental)	1:12
band 3 Things That Go Together (vocal)	1:43
band 4 Things That Go Together (instrumental)	1:43
Page 4 band 1 Make a Sound (vocal)	2:12
band 2 Make a Sound (vocal)	1:50
band 3 Make a Sound (instrumental)	1:06
Page 5 band 1 Find That Shape (vocal)	2:08
band 2 Find That Shape (instrumental)	2:08

Music for Movement

	<i>Playing Time</i>
Page 6 band 1 Rhythm Walk	1:48
band 2 Round Dance	1:31
band 3 Rag March	1:28
band 4 Contrasts	2:08

SOUND BOOK 3: SOUNDS OF THE ENVIRONMENT

Sounds of Animals

	<i>Playing Time</i>
Page 1 band 1 bear	:09
band 2 bee	:10
band 3 bird	:06
band 4 cat	:09
band 5 cow	:10
band 6 dog	:05
band 7 duck	:10
band 8 elephant	:06
Page 2 band 1 fly	:10
band 2 gerbil	:09
band 3 goat	:06
band 4 hen	:08
band 5 horse	:08
band 6 kittens	:09
band 7 lion	:13
band 8 owl	:11
Page 3 band 1 pig	:11
band 2 puppy	:12
band 3 rooster	:09
band 4 sheep	:07
band 5 squirrel	:08
band 6 toad	:06
band 7 turkey	:07

Sounds of the Home

	<i>Playing Time</i>
Page 4 band 1 bathtub being filled	:09
band 2 broom, sweeping	:10
band 3 brush, scrub	:10
band 4 plates, stacking	:05
band 5 radio	:12
band 6 record player	:12
band 7 scissors	:11
Page 5 band 1 sewing machine	:08
band 2 telephone	:08
band 3 television	:13
band 4 toilet	:07
band 5 toothbrush	:05
band 6 vacuum cleaner	:12
band 7 washer	:12

Sounds of People — Actions			Playing Time
Page 6	band 1	clapping	:07
	band 2	coughing	:06
	band 3	crying	:09
	band 4	finger snapping	:10
	band 5	humming	:06
	band 6	laughing	:11
	band 7	running	:05
	band 8	singing	:08
	band 9	sneezing	:04

Page 7	band 1	snoring	:12
	band 2	walking	:12
	band 3	whistling	:07

Sounds of People — Voices			Playing Time
Page 7	band 4	baby cooing	:08
	band 5	boy talking	:12
	band 6	girl talking	:12
	band 7	man talking	:10
	band 8	man (elderly) talking	:23
	band 9	woman talking	:15
	band 10	woman (elderly) talking	:27

Sounds of Toys			Playing Time
Page 8	band 1	ball	:05
	band 2	balloon	:09
	band 3	drum	:14
	band 4	guitar	:11
	band 5	gun, cap	:12
	band 6	jump rope	:05
	band 7	piano	:14
Page 9	band 1	robot	:11
	band 2	skates, roller	:08
	band 3	top	:20
	band 4	train set	:08
	band 5	whistle	:04
	band 6	airplane, jet	:06

Sounds of Vehicles			Playing Time
Page 10	band 7	ambulance	:05
	band 1	bus, passenger	:12
	band 2	car	:16
	band 3	car, police	:11
	band 4	helicopter	:12
	band 5	rowboat	:13
	band 6	ship	:10
	band 7	train, passenger	:13
	band 8	truck, fire	:16
	band 9	truck	:20

Sounds of Places			Playing Time
Page 11	band 1	Sounds for poster 1, Farm in Spring	1:53
		1. cow mooing	
		2. pigs grunting	
		3. robin singing	
		4. tractor motor idling	
		5. owl hooting	
		6. bees buzzing	
		7. horse whinnying	
		8. rooster crowing	

band 2	Sounds for poster 2, Circus	1:51
	1. band fanfare	
	2. elephant trumpeting	
	3. crowd applauding	
	4. miniature clown car	
	5. ringmaster announcing	
	6. horse's hoofs	
	7. lion roaring and whip cracking	
	8. acrobat over drum roll: "Hup! Hup!"	

band 3	Sounds for poster 3, Department Store	1:49
	1. man: "Jimmy, how do you like those blue shoes?"	
	2. sipping soda	
	3. child on teeter-totter: "Up . . . down."	
	4. toy racing cars on track	
	5. child: "Mama, may I please have this book?"	
	6. carousel music	
	7. little dog whimpering	

Page 12	band 1	Sounds for poster 4, City in Summer	2:05
		1. air hammer	
		2. elevated train	
		3. kitten meowing	
		4. children laughing and playing	
		5. jet plane	
		6. footsteps on cement sidewalk	
		7. pigeon cooing	
		8. steam (scoop) shovel and falling debris	

band 2	Sounds for poster 5, Winter Scene	1:39
	1. sleighbells, horse neighing	
	2. boy: "Careful! Don't knock the broom down."	
	3. footsteps in snow	
	4. large dog barking	
	5. older man to child: "Would you like to go for a ride, too?"	
	6. child on toboggan coming down hill: "Whe-ee-ee!"	
	7. announcer: "This is our live-action news team, and today we're talking to people having fun on the ice."	
	8. crackling fire	
	9. snowmobile	

band 3 Sounds for poster 6, Town in Fall

Playing Time
2:08

1. cash register
2. dentist drill
3. scissors clipping
4. tricycle bell
5. boy: "Hey, Steve, how do you like my blue helmet?"
6. baby cooing and laughing
7. little dog barking
8. roller skates
9. single engine airplane

Appendix E: Classification of PLDK-P Activities by 25 Skill Areas

Definitions

Assembling: Putting together the parts of a whole object.

Brainstorming: Generating as many responses as possible in answer to a question or command, by contributing ideas spontaneously.

Chanting: Reciting a rhyme or a phrase in a rhythmic manner.

Classifying: Sorting items into appropriate categories.

Comparing: Examining the attributes of two or more items in order to determine how they are alike and how they are different.

Counting: Naming numbers in order. Enumerating items.

Describing: Listing the attributes of an item or giving an account of an event.

Discussing: Sharing ideas on a topic by talking in detail or answering questions.

Dramatizing: Assuming the character and actions of a person, animal, or object.

Following Directions: Performing an action in response to a command.

Identifying: Selecting from a collection of items (the) one that answers the question or fits the description.

Imagining: Forming a mental picture not based on direct experience.

Labeling: Naming a stimulus item.

Listening: Hearing with thoughtful attention.

Matching: Grouping items on the basis of identical attributes.

Pantomiming: Conveying a story, event, or emotion by expressive bodily or facial movements.

Predicting: Foretelling an event by reasoning and observing.

Problem Solving: Evaluating possible solutions to a hypothetical problem in order to arrive at a satisfactory answer.

Reasoning: Drawing logical conclusions from known or presented information.

Relating: Determining connections between two or more items.

Remembering: Bringing to mind images, ideas, or information from the past. Storing images, ideas, or information in the mind.

Sentence Building: Generating sentences based on a given model.

Sequencing: Determining and demonstrating the proper order of a series of items or events.

Storytelling: Telling or retelling a story or part of a story.

Vocabulary Building: Learning the definitions of specific words.

Index

Assembling: 4.1, 10.1, 15.1, 41.1, 46.1, 59.1, 60.2, 72.1, 94.2, 98.1, 125.1, 154.1, 169.2, 193.1, 212.1, 231.2

Brainstorming: 34.2, 35.2, 64.1, 85.2, 90.1, 92.1, 96.1, 107.1, 122.2, 130.1, 134.1, 135.2, 138.1, 141.2, 145.2, 149.2, 151.1, 157.2, 159.1, 174.1, 178.2, 183.2, 198.2, 201.2, 207.1, 211.1, 215.1, 217.2, 224.1, 228.1, 232.2, 237.2, 243.2, 245.2, 251.2, 256.1, 269.2, 270.2, 274.2, 287.2, 291.2, 307.2, 309.2, 310.1, 317.1, 320.1, 326.2, 327.2, 332.2, 334.1, 340.2, 342.2, 344.2, 347.2, 350.1, 351.2, 352.1, 357.1, 358.1

Chanting: 4.1, 9.2, 11.2, 12.2, 14.2, 15.2, 18.2, 23.2, 36.2, 43.2, 54.2, 58.2, 67.2, 74.2, 79.1, 85.2, 89.2, 93.2, 99.2, 126.2, 131.2, 138.2, 140.2, 154.2, 156.2, 157.2, 164.2, 169.2, 171.2, 181.2, 185.2, 189.2, 210.2, 278.2, 301.2

Classifying: 22.2, 25.1, 33.2, 35.1, 39.2, 41.2, 42.2, 52.2, 65.1, 68.1, 68.2, 69.1, 73.1, 76.2, 80.1, 83.1, 84.2, 87.2, 88.1, 104.1, 110.2, 113.1, 117.2, 121.1, 125.1, 126.1, 128.2, 133.2, 136.1, 141.1, 143.2, 150.1, 159.2, 172.2, 183.1, 189.1, 196.2, 198.1, 201.1, 209.2, 214.1, 217.1, 232.2, 238.2, 243.1, 244.2, 245.1, 248.1, 259.1, 261.1, 262.1, 269.1, 271.1, 276.1, 284.2, 285.1, 298.1, 307.1, 308.1, 309.2, 326.1, 334.1, 335.1, 340.1

Comparing: 12.1, 39.1, 63.1, 65.1, 78.1, 90.1, 96.1, 102.1, 120.2, 169.1, 178.1, 179.1, 189.1, 238.2, 242.1, 244.2, 266.1, 291.1, 301.1, 308.2, 313.1, 328.1, 333.1, 349.2

Counting: 54.2, 58.1, 71.2, 84.1, 89.1, 105.2, 126.2, 131.1, 131.2, 140.1, 140.2, 154.2, 222.2, 248.1, 249.2, 251.2, 259.1, 262.1, 272.1, 272.2, 273.2, 278.2, 296.2, 301.2, 302.2, 308.1, 310.1, 316.1, 322.2, 355.2

Describing: 2.1, 5.1, 10.1, 11.1, 19.2, 26.1, 32.1, 37.2, 42.1, 47.1, 50.1, 52.1, 53.1, 57.1, 63.2, 64.1, 67.1, 79.1, 79.2, 83.2, 93.1, 94.1, 103.1, 107.2, 121.1, 141.1, 143.1, 144.1, 146.1, 146.2, 147.2, 149.2, 153.1, 156.1, 164.1, 165.2, 177.1, 177.2, 178.2, 180.1, 183.2, 188.2, 190.2, 191.1, 191.2, 196.1, 198.1, 205.1, 209.1, 217.2, 219.2, 244.1, 245.2, 246.1, 250.1, 257.1, 257.2, 259.1, 262.2, 271.2, 276.1, 279.1, 279.2, 285.2, 288.1, 291.2, 292.2, 295.1, 307.2, 308.1, 312.1, 321.1, 328.2, 340.1, 341.2, 350.1, 356.1, 359.2

Discussing: 3.2, 7.1, 7.2, 8.1, 8.2, 11.1, 12.2, 15.1, 17.1, 20.2, 29.2, 30.1, 44.1, 45.1, 49.1, 51.1, 61.1, 70.2, 74.1, 76.1, 77.2, 81.1, 86.1, 89.2, 92.1, 109.2, 110.1, 116.1, 117.1, 119.1, 120.1, 123.2, 136.2, 139.1, 139.2, 144.2, 145.1, 149.1, 150.1, 152.1, 152.2, 155.1, 156.1, 158.1, 159.2, 160.1, 161.1, 164.1, 165.1, 165.2, 166.2, 170.2, 171.1, 172.1, 173.2, 175.1, 175.2, 180.1, 187.1, 187.2, 188.2, 190.1, 193.1, 193.2, 200.2, 202.1, 202.2, 203.2, 205.2, 206.2, 208.1, 211.2, 212.2, 215.1, 215.2, 216.2, 218.2, 220.2, 224.2, 226.2, 227.2, 229.1, 229.2, 230.2, 231.1, 235.2, 236.1, 236.2, 239.2, 247.2, 250.2, 252.2, 254.2, 259.2, 260.1, 260.2, 263.1, 265.1, 266.2, 267.2, 268.2, 269.1, 273.1, 274.1, 274.2, 280.2, 281.1, 282.1, 283.2, 289.1, 289.2, 296.1, 297.1, 297.2, 299.2, 309.1, 310.2, 311.2, 312.1, 312.2, 315.1, 318.2, 320.2, 322.1, 323.2, 324.2, 326.2, 328.1, 328.2, 329.1, 333.2, 334.2, 337.1, 338.1, 339.1, 341.1, 343.1, 343.2, 348.1, 349.1, 352.2, 353.1, 353.2, 355.1, 359.1, 360.1, 360.2

Dramatizing: 18.1, 54.1, 84.1, 100.2, 104.2, 105.2, 127.2, 277.2, 331.2

Following Directions: 2.2, 4.2, 9.2, 23.2, 27.2, 32.2, 43.2, 49.2, 55.2, 56.2, 60.2, 61.2, 68.2, 71.2, 75.2, 94.2, 98.2, 101.2, 103.2, 115.2, 122.2, 125.2, 127.2, 128.2, 137.2, 153.2, 179.2, 192.2, 196.2, 197.2, 200.1, 209.2, 210.2, 214.2, 223.2, 231.2, 275.2, 276.2, 281.2, 286.2, 288.2, 296.2, 298.2, 304.1, 335.2, 338.2, 342.1, 354.2, 358.2

Identifying (Listening, Looking, and Touching): 5.2, 11.2, 14.1, 16.2, 20.1, 23.1, 27.1, 29.1, 31.1, 33.2, 35.1, 36.1, 43.1, 45.2, 59.2, 60.1, 62.2, 65.2, 66.1, 70.1, 71.1, 74.1, 75.1, 80.1, 82.2, 87.1, 88.2, 89.1, 90.2, 91.1, 97.1, 99.1, 101.1, 105.1, 106.2, 108.1, 108.2, 109.1, 112.1, 113.2, 114.1, 114.2, 118.1, 129.1, 133.1, 142.1, 143.1, 145.2, 146.1, 147.1, 148.2, 151.2, 153.1, 156.2, 161.2, 166.1, 167.1, 173.1, 176.1, 177.1, 180.2, 182.1, 182.2, 184.1, 195.1, 196.1, 199.1, 205.2, 209.1, 211.1, 213.2, 219.1, 221.1, 221.2, 227.1, 228.2, 234.1, 237.1, 240.1, 247.1, 255.1, 258.1, 262.2, 267.1, 270.1, 283.1, 286.1, 288.1, 292.1, 303.1, 306.1, 323.2, 324.1, 325.1, 336.2, 344.1, 346.2, 347.1, 354.1, 356.2

Imagining: 5.1, 117.1, 119.1, 122.1, 144.2, 161.1, 175.1, 175.2, 187.1, 193.2, 202.2, 211.2, 212.2, 215.2, 218.2, 226.2, 236.1, 239.2, 247.2, 254.2, 259.2, 260.2, 266.2, 268.1, 275.1, 280.2, 289.2, 290.1, 299.1, 299.2, 318.2, 320.2, 323.1, 324.2, 334.2, 338.1, 339.1, 341.2, 343.2, 352.2, 353.2, 355.1, 357.2, 359.1

Labeling: 1.2, 16.1, 17.1, 22.1, 24.1, 24.2, 25.2, 26.1, 26.2, 32.1, 33.1, 38.1, 38.2, 42.1, 45.1, 47.1, 47.2, 48.2, 50.1, 51.2, 53.1, 53.2, 54.1, 57.1, 68.1, 73.1, 73.2, 81.1, 88.1, 93.1, 115.1, 120.1, 162.2, 181.2, 185.1, 185.2, 189.2, 241.1, 248.1, 261.1, 316.1, 337.2

Listening: 6.1, 10.2, 13.1, 17.2, 19.1, 27.1, 28.1, 28.2, 30.1, 31.1, 40.1, 43.1, 44.2, 46.1, 46.2, 48.2, 55.1, 59.1, 62.1, 62.2, 64.2, 66.1, 69.2, 70.2, 72.2, 74.1, 76.2, 77.1, 78.2, 82.2, 83.2, 85.1, 91.1, 91.2, 92.2, 95.1, 95.2, 99.1, 101.1, 102.2, 105.1, 109.2, 118.1, 122.1, 124.1, 127.1, 129.2, 130.1, 136.1, 139.1, 142.1, 145.2, 146.1, 160.2, 161.2, 168.2, 170.1, 173.1, 176.1, 176.2, 180.2, 182.1, 184.1, 184.2, 186.1, 186.2, 192.1, 195.1, 197.1, 199.1, 203.1, 204.1, 208.2, 210.1, 213.1, 213.2, 219.1, 221.2, 225.2, 226.1, 227.1, 228.2, 234.1, 237.1, 240.1, 246.2, 247.1, 248.2, 252.1, 253.2, 261.2, 262.2, 264.2, 267.1, 270.1, 277.1, 283.1, 286.1, 292.1, 293.1, 295.2, 303.1, 303.2, 311.1, 314.2, 316.2, 323.2, 324.1, 325.1, 325.2, 329.2, 330.2, 331.1, 336.2, 339.2, 344.1, 345.1, 346.2, 348.2, 354.1, 356.2

Matching: 8.2, 25.1, 34.1, 37.1, 38.1, 48.1, 51.2, 58.1, 94.1, 100.1, 106.1, 115.1, 120.2, 131.1, 144.1, 157.1, 163.2, 200.1, 293.2, 304.1

Pantomiming: 6.2, 7.2, 10.2, 12.2, 14.1, 14.2, 15.2, 18.2, 20.2, 28.2, 30.2, 34.2, 35.2, 36.2, 39.2, 40.2, 41.2, 42.2, 45.2, 49.2, 50.2, 52.2, 57.2, 63.2, 64.2, 66.2, 67.2, 69.2, 70.2, 74.2, 75.2, 78.2, 79.1, 79.2, 80.2, 81.2, 86.2, 89.2, 92.2, 93.2, 95.2, 96.2, 97.2, 99.2, 102.1, 102.2, 107.2, 111.2, 112.2, 114.2, 117.2, 119.2, 121.2, 123.2, 126.2, 129.2, 130.2, 131.2, 137.2, 138.1, 138.2, 140.2, 150.2, 151.1, 152.2, 158.2, 160.2, 162.1, 164.2, 171.2, 177.2, 190.1, 190.2, 204.2, 206.2, 225.1, 226.2, 233.2, 253.1, 263.1, 290.2, 295.2, 304.2, 306.1, 316.2, 318.1, 329.2, 347.1

Predicting: 195.2, 208.1, 222.1, 223.1, 249.1, 264.1, 273.1, 327.1, 329.1, 349.1

Problem Solving: 137.1, 233.1, 234.2, 251.1, 287.1, 314.1

Reasoning: 16.2, 17.2, 23.1, 31.2, 37.2, 41.1, 52.1, 60.1, 71.1, 90.2, 97.1, 98.1, 103.2, 108.2, 109.1, 112.1, 112.2, 114.1, 118.2, 123.1, 128.1, 129.1, 132.2, 133.1, 135.1, 142.2, 147.1, 148.1, 152.1, 162.2, 163.1, 167.1, 167.2, 168.1, 179.1, 181.1, 186.2, 188.1, 194.1, 194.2, 197.1, 199.2, 203.1, 203.2, 205.1, 206.1, 208.2, 210.1, 213.1, 216.1, 225.1, 225.2, 226.1, 230.1, 232.1, 235.1, 239.1, 242.2, 243.1, 250.1, 252.1, 253.1, 253.2, 255.2, 256.2, 258.1, 260.1, 264.2, 265.2, 271.2, 278.1, 279.1, 280.1, 284.1, 284.2, 285.2, 286.2, 289.1, 294.1, 297.2, 298.2, 300.1, 302.1, 303.2, 305.1, 305.2, 308.2, 313.2, 315.2, 319.2, 322.1, 325.2, 330.1, 330.2, 335.2, 337.1, 339.2, 342.1, 345.2, 346.1, 348.2, 353.1

Relating: 26.1, 34.1, 37.1, 48.1, 58.1, 62.2, 82.1, 94.1, 99.1, 100.1, 100.2, 104.1, 104.2, 105.1, 106.1, 110.1, 115.1, 118.2, 120.2, 123.1, 126.1, 128.1, 131.1, 132.2, 135.1, 135.2, 140.1, 142.2, 143.2, 148.1, 148.2, 149.1, 154.1, 155.2, 157.1, 158.2, 163.1, 163.2, 166.1, 167.2, 168.1, 168.2, 181.1, 182.2, 188.1, 194.1, 195.1, 200.1, 207.2, 221.1, 232.1, 234.2, 235.1, 237.1, 238.1, 239.1, 240.2, 241.2, 254.1, 255.1, 256.2, 258.2, 263.2, 265.1, 265.2, 280.1, 281.1, 282.1, 282.2, 293.2, 294.1, 294.2, 300.1, 302.1, 305.1, 305.2, 309.1, 312.2, 313.2, 315.2, 318.1, 319.2, 321.1, 321.2, 330.1, 332.1, 347.2, 348.1, 351.2, 357.1

Remembering: 3.1, 3.2, 6.1, 6.2, 9.1, 13.2, 19.1, 21.1, 21.2, 24.2, 25.2, 26.2, 30.1, 38.2, 40.1, 40.2, 47.2, 53.2, 55.1, 62.1, 73.2, 77.2, 78.1, 80.2, 86.2, 95.1, 111.1, 134.2, 174.2, 185.1, 186.1, 191.2, 201.1, 204.1, 204.2, 235.2, 241.1, 246.2, 248.2, 257.2, 261.2, 277.1, 277.2, 292.2, 293.1, 295.1, 300.2, 306.2, 310.2, 314.2, 317.2, 331.1, 337.2, 354.2, 360.1, 360.2

Sentence Building: 155.2, 176.2, 184.2, 240.2, 254.1, 258.2, 263.2, 282.2, 300.2, 306.2, 317.2

Sequencing: 44.1, 76.1, 83.1, 91.2, 111.1, 116.2, 132.1, 134.2, 153.2, 162.1, 174.2, 218.1, 220.1, 242.1, 244.1, 246.2, 272.1, 314.2, 317.2, 319.1

Storytelling: 9.1, 13.2, 21.2, 28.1, 56.1, 67.1, 85.1, 108.1, 116.1, 116.2, 132.1, 145.1, 170.1, 191.1, 192.1, 229.1, 257.1, 268.1, 270.1, 275.1, 290.1, 292.1, 299.1, 311.1, 319.1, 323.1, 327.1, 336.1, 344.1, 345.1, 350.2, 351.1, 357.2

Vocabulary Building: 20.2, 124.2, 127.1, 197.1, 210.1, 230.2, 252.1, 311.2, 330.2, 353.1

Appendix F: Classification of PLDK-P Activities by 41 Subject Areas

Absurdities: 37.2, 41.1, 52.1, 98.1, 102.1, 112.2, 128.2, 132.2, 162.2, 177.2, 179.1, 184.2, 186.2, 216.1, 225.2, 226.1, 236.2, 242.2, 250.1, 255.2, 260.2, 271.2, 285.2, 345.2

Actions and Functions: 2.2, 5.2, 14.1, 14.2, 23.1, 29.1, 52.1, 63.2, 64.1, 64.2, 66.1, 66.2, 68.2, 72.2, 79.2, 81.2, 85.2, 93.1, 93.2, 101.2, 102.1, 107.1, 107.2, 111.2, 117.2, 121.2, 128.2, 130.2, 136.1, 138.1, 151.1, 152.2, 158.2, 177.1, 177.2, 182.1, 190.1, 190.2, 205.2, 223.2, 224.2, 270.1, 270.2, 274.2, 275.2, 276.2, 281.2, 290.2, 300.1, 301.1, 314.2, 316.2, 318.1, 320.1, 330.1, 335.2, 338.2, 347.1, 347.2

Analogies: 188.1, 239.1

Animals: 7.2, 16.1, 16.2, 17.2, 18.1, 18.2, 22.1, 22.2, 26.1, 26.2, 27.1, 27.2, 34.2, 35.1, 35.2, 39.1, 62.2, 73.1, 73.2, 74.1, 74.2, 78.2, 87.1, 87.2, 89.2, 95.2, 100.1, 100.2, 107.1, 107.2, 109.1, 126.1, 126.2, 139.1, 146.1, 146.2, 147.1, 147.2, 167.1, 167.2, 181.1, 181.2, 189.1, 189.2, 207.1, 207.2, 214.1, 214.2, 215.1, 228.1, 239.1, 239.2, 244.1, 244.2, 279.1, 279.2, 286.2, 299.2, 310.1, 312.1, 329.2, 350.1, 350.2

Body Parts: 14.1, 14.2, 15.1, 15.2, 23.1, 23.2, 36.1, 36.2, 37.1, 37.2, 41.1, 41.2, 52.1, 52.2, 63.1, 64.1, 79.1, 79.2, 80.1, 80.2, 93.1, 93.2, 98.1, 101.1, 101.2, 102.1, 104.1, 104.2, 130.1, 132.2, 135.1, 138.1, 138.2, 144.1, 151.1, 152.1, 177.1, 188.1, 190.1, 214.1, 215.1, 215.2, 235.1, 256.1, 260.2, 263.1, 265.2, 316.1, 319.1, 319.2, 320.2

Cause and Effect: 264.1, 349.1

Clothing and Accessories: 24.1, 24.2, 33.1, 33.2, 76.1, 76.2, 103.1, 103.2, 104.1, 104.2, 112.1, 112.2, 135.1, 135.2, 139.1, 139.2, 194.1, 247.2, 256.1, 269.2, 282.1, 285.1, 285.2

Colors: 11.2, 34.2, 48.1, 58.1, 58.2, 59.2, 60.1, 60.2, 61.1, 61.2, 70.1, 83.2, 90.1, 90.2, 94.1, 103.1, 106.1, 106.2, 113.1, 115.1, 115.2, 141.1, 141.2, 154.1, 157.1, 157.2, 174.1, 193.1, 200.2, 201.1, 209.2, 231.1, 231.2, 241.1, 241.2, 251.2, 258.1, 259.1, 293.2, 333.1, 340.1

Directional Terms: 4.2, 55.1, 55.2, 56.2, 94.2, 98.2, 125.2, 153.2, 192.2, 197.2, 235.1

Emotions: 86.1, 86.2, 102.2, 155.1, 158.1, 158.2, 160.1, 160.2, 165.1, 165.2, 171.1, 171.2, 187.1, 187.2, 202.1, 202.2, 203.2, 206.1, 206.2, 250.2, 259.2, 268.2, 274.1, 274.2, 297.1, 297.2, 310.2, 315.1, 315.2, 351.2

Energy: 172.1, 296.1, 326.1, 326.2, 341.1

Environment: 17.1, 30.1, 34.1, 35.1, 39.1, 39.2, 51.1, 51.2, 81.1, 82.1, 89.1, 99.1, 100.1, 100.2, 105.1, 105.2, 106.1, 120.1, 120.2, 121.1, 126.1, 128.1, 136.1, 136.2, 145.2, 148.2, 156.1, 156.2, 162.1, 164.1, 180.1, 182.1, 182.2, 195.1, 195.2, 208.1, 211.2, 212.2, 216.2, 218.2, 220.2, 222.1, 222.2, 231.1, 236.1, 237.2, 249.1, 249.2, 255.1, 273.1, 273.2, 289.1, 289.2, 302.1, 302.2, 311.1, 314.1, 318.2, 322.1, 322.2, 324.2, 329.1, 337.1, 337.2, 338.1, 342.1, 342.2, 344.1, 344.2, 346.1, 349.1, 355.1, 355.2

Foods: 11.1, 12.1, 12.2, 25.1, 25.2, 38.1, 38.2, 47.1, 47.2, 48.1, 48.2, 53.1, 53.2, 54.1, 54.2, 76.2, 84.1, 84.2, 88.1, 88.2, 110.1, 110.2, 111.1, 111.2, 133.1, 133.2, 134.1, 134.2, 140.1, 143.1, 143.2, 148.1, 153.1, 153.2, 173.1, 173.2, 185.1, 185.2, 196.2, 198.1, 198.2, 207.1, 209.1, 209.2, 219.1, 219.2, 238.2, 243.2, 248.1, 248.2, 256.2, 288.1, 288.2, 294.1, 300.1, 300.2, 310.1, 317.1, 317.2, 321.1, 333.1, 335.1, 335.2, 358.2

Handicaps: 152.1, 188.2, 215.2, 336.2, 359.1

Household Items: 50.1, 50.2, 57.1, 57.2, 60.1, 68.1, 68.2, 75.1, 75.2, 110.1, 114.1, 114.2, 142.2, 178.1, 203.1, 211.1, 234.2, 237.2, 256.1, 298.1, 298.2, 341.1

Machines: 123.2, 341.2

Numbers and Numerals: 58.1, 71.2, 84.1, 89.1, 89.2, 103.1, 126.2, 131.1, 140.1, 140.2, 154.1, 154.2, 169.1, 185.2, 196.2, 207.1, 209.2, 210.2, 240.1, 248.1, 249.2, 251.2, 259.1, 262.1, 272.1, 272.2, 278.2, 283.1, 284.2, 296.2, 301.2, 302.2, 304.1, 304.2, 308.1, 310.1, 311.2, 316.1, 324.1, 340.1, 354.2

Opposites: 95.2, 199.1, 199.2, 238.1, 256.2, 280.1, 287.2, 294.2, 305.2, 313.2

Parts and Wholes: 69.1, 261.1, 321.2, 332.1, 332.2, 352.1, 356.1, 359.2

People: 97.1, 121.1, 123.1, 149.1, 182.1, 191.2, 246.1, 257.1, 257.2, 268.1, 270.1, 290.1, 294.1, 323.2

Family Members: 44.1, 144.2, 295.1

Workers: 45.1, 45.2, 175.2, 191.1, 306.1, 318.1, 320.1

Voices: 122.1, 161.2

Personal Identity: 1.2, 19.2, 44.2, 77.2, 108.2, 117.1, 161.1, 166.2, 175.1, 204.1, 211.2, 216.2, 218.2, 229.2, 230.2, 235.2, 239.2, 252.2, 267.2, 268.2, 274.1, 283.2, 310.2, 318.2, 334.2, 343.2

Places (see Environment)

Posters: 17.1, 34.1, 35.1, 39.1, 39.2, 51.1, 51.2, 81.1, 89.1, 99.1, 100.1, 100.2, 105.1, 105.2, 128.1, 136.1, 136.2, 156.1, 156.2, 164.1, 182.1, 195.1, 195.2, 208.1, 222.1, 222.2, 249.1, 249.2, 255.1, 273.1, 273.2, 289.1, 289.2, 302.1, 302.2, 322.1, 322.2, 324.2, 329.1, 337.1, 337.2, 349.1, 355.1, 355.2

Rhymes: 9.2, 11.2, 12.2, 18.2, 36.2, 43.2, 54.2, 79.1, 85.2, 89.2, 93.2, 99.2, 126.2, 131.2, 138.2, 140.2, 154.2, 157.2, 164.2, 167.1, 169.2, 173.1, 181.2, 185.2, 186.2, 189.2, 203.1, 210.2, 278.2, 301.2

Riddles: 16.2, 60.1, 71.1, 90.2, 97.1, 109.1, 112.1, 114.1, 123.1, 129.1, 133.1, 147.1, 153.1, 167.1, 265.2, 330.2, 346.2

Safety: 61.1, 203.2, 310.2

Same/Different: 266.1, 291.1

Senses: 12.1, 65.2, 88.2, 151.2, 188.2, 224.1, 238.2, 252.2, 267.2, 333.1, 359.1

Shapes: 8.1, 8.2, 10.1, 46.1, 46.2, 59.1, 59.2, 65.1, 65.2, 69.2, 70.1, 70.2, 83.1, 83.2, 113.1, 131.1, 141.1, 148.1, 148.2, 201.1, 201.2, 212.1, 218.1, 220.1, 259.1, 272.1, 272.2, 308.1, 340.1, 340.2

Size: 34.2, 39.2, 72.1, 83.1, 125.1, 125.2, 169.1, 178.1, 179.1, 179.2, 198.2, 212.1, 226.2, 242.1, 242.2, 244.1, 244.2, 260.1, 308.2, 313.1, 333.1

Songs and Music

Recorded Songs: 3.1, 3.2, 6.2, 17.2, 18.1, 20.1, 21.1, 24.2, 26.2, 29.2, 30.2, 34.2, 39.2, 40.2, 41.2, 42.2, 44.2, 46.2, 50.2, 52.2, 57.2, 64.2, 66.2, 69.2, 76.2, 80.2, 86.2, 87.2, 91.2, 96.2, 97.1, 100.2, 104.2, 109.2, 110.2, 111.2, 113.2, 115.2, 117.2, 121.2, 122.2, 130.2, 133.2, 147.2, 149.2, 150.2, 165.2, 194.2, 199.2, 204.2, 232.2, 233.2, 244.2, 290.2, 304.2, 360.2

Other Songs: 4.1, 14.2, 15.2, 23.2, 58.2, 67.2, 78.2

"Music for Movement": 10.2, 28.2, 32.2, 48.2, 70.2, 72.2, 83.2, 92.2, 95.2, 102.2, 123.2, 129.2, 137.2, 160.2, 190.2, 295.2, 316.2, 329.2

Sounds: 17.2, 18.1, 22.2, 27.1, 27.2, 29.1, 31.1, 43.1, 62.2, 66.1, 74.1, 82.2, 91.1, 99.1, 100.2, 105.1, 118.1, 121.2, 122.1, 130.1, 136.1, 136.2, 142.1, 145.2, 146.1, 174.2, 180.2, 182.1, 195.1, 199.1, 227.2, 228.2, 237.1, 246.2, 262.2, 270.1, 292.1, 311.1, 323.1, 323.2, 336.1, 336.2, 344.1, 351.1, 351.2, 358.1

Stories

Recorded Stories: 6.1, 9.1, 13.1, 13.2, 19.1, 21.2, 28.1, 40.1, 55.1, 56.1, 62.1, 67.1, 77.1, 77.2, 78.1, 85.1, 95.1, 101.1, 108.1, 116.1, 116.2, 124.1, 124.2, 127.1, 127.2, 132.1, 145.1, 170.1, 186.1, 192.1, 229.1, 277.1, 277.2, 293.1, 319.1, 331.1, 332.2, 345.1

Other Stories: 46.1, 59.1, 139.1

Time: 44.1, 207.2, 223.2, 224.2, 256.2, 275.2, 276.2, 278.1, 281.2, 284.1, 301.1, 312.2, 328.1, 328.2, 330.1, 339.1, 343.1, 355.1

Toys: 32.1, 42.1, 42.2, 43.1, 49.1, 49.2, 69.1, 71.1, 76.2, 92.1, 92.2, 94.1, 129.1, 150.1, 150.2, 166.1, 207.1, 262.1, 262.2, 271.1, 271.2, 336.2, 356.1

Travel: 119.1, 149.1, 162.1, 162.2, 170.2, 175.2, 236.2, 261.2, 306.2, 326.2, 334.2, 338.1, 339.1

Vehicles: 95.1, 96.1, 118.1, 118.2, 119.1, 119.2, 149.1, 149.2, 159.1, 159.2, 170.2, 172.1, 172.2, 196.1, 196.2, 261.1, 292.1, 292.2, 320.1, 326.1, 343.2

Verb Tenses: 64.2, 66.2, 111.2, 121.2, 130.2, 246.1

Weather: 135.2, 193.1, 269.2, 282.1

Word Analysis: 181.1, 219.1, 303.1, 303.2, 311.2, 325.1, 325.2, 339.2, 348.2

Rhyming: 31.2, 106.2, 108.2, 112.1, 127.1, 166.1, 203.1, 205.2, 208.2, 240.1, 253.2, 258.1, 264.2, 283.1, 324.1, 345.2

Word Synthesis: 87.1, 167.2, 221.2, 227.1, 247.1, 267.1

Words

Action Words: 194.2, 230.1, 230.2

Comparatives: 78.1, 91.2, 96.1, 96.2, 97.2, 154.1, 189.1, 242.2, 308.2, 313.1, 349.2

Compound Words: 168.1, 168.2, 176.1, 176.2, 184.1, 184.2, 213.1, 213.2, 234.1, 243.1, 303.1, 303.2, 354.1

Descriptive Words: 17.2, 18.1, 76.1, 181.1, 181.2, 205.1, 207.2, 245.2, 279.1, 286.2, 350.1

Homonyms: 197.1, 210.1, 252.1, 286.1, 330.2, 346.2, 353.1

Linking Words: 38.2, 338.2, 346.1, 358.2

Naming Words: 20.2, 124.2, 138.2, 230.1, 281.1, 284.2, 305.1, 307.1, 309.1, 348.1, 353.2

Negation: 41.2, 42.2, 52.2, 65.1, 86.2, 132.2, 221.1, 269.1, 276.1

Positional-Directional Words: 4.2, 55.1, 55.2, 56.2, 67.1, 67.2, 68.2, 94.2, 98.2, 125.2, 153.2, 192.2, 197.2, 235.1, 356.1

Appendix G: Summary of Activities

- 1.1 INTRODUCING: Puppet (P. Mooney)
- 1.2 LABELING: Personal identity (introducing oneself to P. Mooney)
- 2.1 DESCRIBING: Puppet (P. Mooney)
- 2.2 FOLLOWING DIRECTIONS: Actions (movement game)
- 3.1 INTRODUCING/REMEMBERING: Song ("I'm P. Mooney"); Puppet (P. Mooney)
- 3.2 DISCUSSING/REMEMBERING: P. Mooney bag; Song ("I'm P. Mooney")
- 4.1 ASSEMBLING/CHANTING: Color chips; Traditional song
- 4.2 FOLLOWING DIRECTIONS: Words (positional-directional words)
- 5.1 IMAGINING/DESCRIBING: Imaginary contents of P. Mooney bag
- 5.2 IDENTIFYING: Actions pantomimed by teacher
- 6.1 LISTENING/REMEMBERING: Story ("How P. Mooney Got the P. Mooney Stick")
- 6.2 REMEMBERING/PANTOMIMING: Song ("I'm P. Mooney")
- 7.1 INTRODUCING/DISCUSSING: P. Mooney stick
- 7.2 DISCUSSING/PANTOMIMING: Animals
- 8.1 DISCUSSING: Magnetic shapes and magnetism
- 8.2 DISCUSSING/MATCHING: Shapes
- 9.1 REMEMBERING/STORYTELLING: Story ("How P. Mooney Got the P. Mooney Stick")
- 9.2 CHANTING/FOLLOWING DIRECTIONS: Rhyme (P. Mooney-stick game)
- 10.1 ASSEMBLING/DESCRIBING: Shapes
- 10.2 LISTENING/PANTOMIMING: Music for movement ("Rhythm Walk"); Moving like a caterpillar
- 11.1 DESCRIBING/DISCUSSING: Foods (apples)
- 11.2 CHANTING/IDENTIFYING: Rhyme; Finding red objects
- 12.1 COMPARING: Foods (apples); Senses (sight, smell, touch)
- 12.2 DISCUSSING/CHANTING/PANTOMIMING: Foods (apples); Rhyme
- 13.1 LISTENING: Story ("P. Mooney and Mr. Nobody")
- 13.2 REMEMBERING/STORYTELLING: Story ("P. Mooney and Mr. Nobody")
- 14.1 PANTOMIMING/IDENTIFYING: Actions of body parts
- 14.2 CHANTING/PANTOMIMING: Traditional song; Body parts and their functions
- 15.1 DISCUSSING/ASSEMBLING: Body parts (disassembled manikin)
- 15.2 CHANTING/PANTOMIMING: Traditional song; Body parts and their functions
- 16.1 LABELING: Animals
- 16.2 REASONING/IDENTIFYING: Riddles about animals
- 17.1 LABELING/DISCUSSING: Environment (poster "Farm in Spring")
- 17.2 LISTENING/REASONING: Song ("The Is-Are Song"); Words (singular/ plural); Sounds of animals
- 18.1 DRAMATIZING: Song ("The Is-Are Song"); Words (singular/ plural); Sounds of animals
- 18.2 CHANTING/PANTOMIMING: Rhyme about a dog

- 19.1 LISTENING/REMEMBERING: Story ("P. Mooney and Zoey")
- 19.2 INTRODUCING/DESCRIBING: Puppet (Zoey); Personal identity (appearance)
- 20.1 INTRODUCING/IDENTIFYING: Song ("Zoey"); Zoey's hats
- 20.2 VOCABULARY BUILDING/DISCUSSING/PANTOMIMING: Words for Zoey's hats
- 21.1 REMEMBERING: Song ("Zoey")
- 21.2 REMEMBERING/STORYTELLING: Story ("P. Mooney and Zoey")
- 22.1 LABELING: Animals
- 22.2 CLASSIFYING: Animals that make sounds
- 23.1 REASONING/IDENTIFYING: Actions of body parts
- 23.2 CHANTING/FOLLOWING DIRECTIONS: Traditional song; Body parts
- 24.1 LABELING: Clothing and accessories
- 24.2 LABELING/REMEMBERING: Clothing and accessories; Song ("The Is-Are Song")
- 25.1 MATCHING/CLASSIFYING: Foods (fruits)
- 25.2 LABELING/REMEMBERING: Foods (fruits)
- 26.1 LABELING/DESCRIBING/RELATING: Animals and their young
- 26.2 LABELING/REMEMBERING: Animals; Song ("The Is-Are Song")
- 27.1 LISTENING/IDENTIFYING: Sounds of animals
- 27.2 FOLLOWING DIRECTIONS: Sounds of animals
- 28.1 LISTENING/STORYTELLING: Story ("The Elephant That Did Not Know How to Listen")
- 28.2 LISTENING/PANTOMIMING: Music for movement ("Rhythm Walk"); Moving like elephants
- 29.1 IDENTIFYING: Sounds of actions
- 29.2 INTRODUCING/DISCUSSING: Song ("Elbert's Song")
- 30.1 LISTENING/REMEMBERING/DISCUSSING: Environment
- 30.2 PANTOMIMING: Song ("Elbert's Song"); Moving like elephants
- 31.1 LISTENING/IDENTIFYING: Sounds (classmates' voices)
- 31.2 REASONING: Word analysis (rhyming)
- 32.1 LABELING/DESCRIBING: Toys
- 32.2 FOLLOWING DIRECTIONS: Music for movement ("Rag March"); Toy parade
- 33.1 LABELING: Clothing
- 33.2 CLASSIFYING/IDENTIFYING: Clothing
- 34.1 MATCHING/RELATING: Color (red); Environment (poster "Farm in Spring")
- 34.2 BRAINSTORMING/PANTOMIMING: Song ("If and Then Go Together"); Animals; Size
- 35.1 CLASSIFYING/IDENTIFYING: Animals; Environment (poster, "Farm in Spring")
- 35.2 BRAINSTORMING/PANTOMIMING: Animals
- 36.1 IDENTIFYING: Single and multiple body parts
- 36.2 CHANTING/PANTOMIMING: Rhyme about functions of body parts
- 37.1 MATCHING/RELATING: Body parts of disassembled manikin to one's own body parts
- 37.2 REASONING/DESCRIBING: Absurdities about body parts
- 38.1 LABELING/MATCHING: Foods
- 38.2 LABELING/REMEMBERING: Foods; Words (linking words)
- 39.1 COMPARING: Sizes; Animals; Environment (poster "Farm in Spring")
- 39.2 CLASSIFYING/PANTOMIMING: Song ("If and Then Go Together"); Animals; Sizes; Environment (poster "Farm in Spring")
- 40.1 LISTENING/REMEMBERING: Story ("P. Mooney and Zoey")
- 40.2 REMEMBERING/PANTOMIMING: Song ("Zoey")

- 41.1 ASSEMBLING/REASONING: Absurdities; Body parts
- 41.2 CLASSIFYING/PANTOMIMING: Song ("The Not Song"); Body parts; Words (negation)
- 42.1 LABELING/DESCRIBING: Toys
- 42.2 CLASSIFYING/PANTOMIMING: Song ("The Not Song"); Toys; Words (negation)
- 43.1 LISTENING/IDENTIFYING: Sounds of toys
- 43.2 CHANTING/FOLLOWING DIRECTIONS: Rhyme (P. Mooney-stick game)
- 44.1 SEQUENCING/DISCUSSING: People; Time (age)
- 44.2 LISTENING: Song ("Hi Ho, Pal"); Personal identity (names)
- 45.1 LABELING/DISCUSSING: People (workers)
- 45.2 IDENTIFYING/PANTOMIMING: Workers from pantomimed actions
- 46.1 LISTENING/ASSEMBLING: Story about shapes (circle, triangle)
- 46.2 LISTENING: Song ("Hi Ho, Pal"); Shapes
- 47.1 LABELING/DESCRIBING: Foods
- 47.2 LABELING/REMEMBERING: Foods
- 48.1 MATCHING/RELATING: Colors; Foods
- 48.2 LISTENING/LABELING: Music for movement ("Round Dance"); Foods
- 49.1 DISCUSSING: Toys
- 49.2 FOLLOWING DIRECTIONS/PANTOMIMING: Toys
- 50.1 LABELING/DESCRIBING: Household items
- 50.2 PANTOMIMING: Song ("Hi Ho, Pal"); Uses of household items
- 51.1 DISCUSSING: Environment (poster "Department Store")
- 51.2 LABELING/MATCHING: Environment (poster "Department Store"); Toys
- 52.1 REASONING/DESCRIBING: Absurdities about body part functions
- 52.2 CLASSIFYING/PANTOMIMING: Song ("The Not Song"); Body Parts; Words (negation)
- 53.1 LABELING/DESCRIBING: Foods
- 53.2 LABELING/REMEMBERING: Foods
- 54.1 DRAMATIZING/LABELING: Foods
- 54.2 CHANTING/COUNTING: Rhyme about foods
- 55.1 LISTENING/REMEMBERING: Story ("P. Mooney, Ophelia, and the Where-Bear"); Words (positional-directional)
- 55.2 FOLLOWING DIRECTIONS: Game about words (positional-directional)
- 56.1 STORYTELLING: Story ("P. Mooney, Ophelia, and the Where-Bear")
- 56.2 FOLLOWING DIRECTIONS: Game about words (positional-directional)
- 57.1 LABELING/DESCRIBING: Household items
- 57.2 PANTOMIMING: Song ("Hi Ho, Pal"); Household items
- 58.1 MATCHING/RELATING/COUNTING: Colors of color chips to classroom objects; Numbers
- 58.2 CHANTING: Traditional song; Colors
- 59.1 LISTENING/ASSEMBLING: Story about shapes
- 59.2 IDENTIFYING: Colors; Shapes
- 60.1 IDENTIFYING/REASONING: Riddles about household items; Colors
- 60.2 ASSEMBLING/FOLLOWING DIRECTIONS: Colors (color chip game)
- 61.1 DISCUSSING: Colors; Safety
- 61.2 FOLLOWING DIRECTIONS: Colors (traffic light game)
- 62.1 LISTENING/REMEMBERING: Story ("The Elephant That Did Not Know How to Listen")
- 62.2 LISTENING/IDENTIFYING/RELATING: Sounds of animals to animal cards
- 63.1 COMPARING: Body parts (disassembled and movable manikins)
- 63.2 DESCRIBING/PANTOMIMING: Actions (copying movable manikin poses)

- 64.1 BRAINSTORMING/DESCRIBING: Actions; Body parts
- 64.2 LISTENING/PANTOMIMING: Song ("Today, Yesterday, and Tomorrow"); Verb tenses; Actions
- 65.1 CLASSIFYING/COMPARING: Shapes; Words (negation)
- 65.2 IDENTIFYING: Shapes; Senses (touch)
- 66.1 LISTENING/IDENTIFYING: Sounds made by actions
- 66.2 PANTOMIMING: Song ("Today, Yesterday, and Tomorrow"); Verb tenses; Actions
- 67.1 STORYTELLING/DESCRIBING: Story ("P. Mooney, Ophelia, and the Where-Bear"); Words (positional-directional)
- 67.2 CHANTING/PANTOMIMING: Traditional song; Words (positional-directional)
- 68.1 CLASSIFYING/LABELING: Household items by location
- 68.2 CLASSIFYING/FOLLOWING DIRECTIONS: Actions; Household items; Words (positional-directional)
- 69.1 CLASSIFYING: Parts and wholes; Toys with wheels
- 69.2 LISTENING/PANTOMIMING: Song ("If and Then Go Together"); Shape (circle)
- 70.1 IDENTIFYING: Shapes; Colors
- 70.2 LISTENING/DISCUSSING/PANTOMIMING: Music for movement ("Contrasts"); Shapes (circle, triangle)
- 71.1 IDENTIFYING/REASONING: Riddles about toys
- 71.2 FOLLOWING DIRECTIONS/COUNTING: Number game
- 72.1 ASSEMBLING: Size (length of color chip chains)
- 72.2 LISTENING: Music for movement ("Rag March"); Actions (stop-go listening game)
- 73.1 CLASSIFYING/LABELING: Animals
- 73.2 LABELING/REMEMBERING: Animal game
- 74.1 LISTENING/IDENTIFYING/DISCUSSING: Sounds of animals
- 74.2 CHANTING/PANTOMIMING: Animals
- 75.1 IDENTIFYING: Household items
- 75.2 FOLLOWING DIRECTIONS/PANTOMIMING: Household items
- 76.1 SEQUENCING/DISCUSSING: Clothing; Words (describing words)
- 76.2 LISTENING/CLASSIFYING: Song ("Things That Go Together"); Clothing; Toys; Foods
- 77.1 LISTENING: Story ("P. Mooney and the Kiwi")
- 77.2 REMEMBERING/DISCUSSING: Story ("P. Mooney and the Kiwi"); Personal identity
- 78.1 REMEMBERING/COMPARING: Story ("P. Mooney and the Kiwi"); Words (comparatives)
- 78.2 LISTENING/PANTOMIMING: Song ("If and Then Go Together"); Animals
- 79.1 DESCRIBING/CHANTING/PANTOMIMING: Rhyme about face parts
- 79.2 DESCRIBING/PANTOMIMING: Actions; Body parts
- 80.1 CLASSIFYING/IDENTIFYING: Body parts
- 80.2 REMEMBERING/PANTOMIMING: Song ("The Is-Are Song"); Body parts
- 81.1 LABELING/DISCUSSING: Environment (poster "Circus")
- 81.2 PANTOMIMING: Actions (tightrope walker)
- 82.1 RELATING: Statements of circus performers to poster illustrations; Environment (poster "Circus")
- 82.2 LISTENING/IDENTIFYING: Sounds ("Sounds of the Circus")
- 83.1 CLASSIFYING/SEQUENCING: Shapes; Sizes
- 83.2 LISTENING/DESCRIBING: Music for movement ("Round Dance"); Shapes; Colors
- 84.1 DRAMATIZING/COUNTING: Foods; Numbers
- 84.2 CLASSIFYING: Foods needing refrigeration
- 85.1 LISTENING/STORYTELLING: Story ("P. Mooney and the Kiwi")
- 85.2 BRAINSTORMING/CHANTING: Actions; Rhyme

- 86.1 DISCUSSING: Emotions
- 86.2 REMEMBERING/PANTOMIMING: Song ("The Not Song"); Emotions; Words (negation)
- 87.1 IDENTIFYING: Animals; Word synthesis
- 87.2 CLASSIFYING: Song ("Things That Go Together"); Animals
- 88.1 CLASSIFYING/LABELING: Foods (fruits and vegetables)
- 88.2 IDENTIFYING: Foods; Senses (touch)
- 89.1 IDENTIFYING/COUNTING: Environment (poster "Circus"); Numbers
- 89.2 DISCUSSING/CHANTING/PANTOMIMING: Animals; Rhyme; Numbers
- 90.1 BRAINSTORMING/COMPARING: Color (orange)
- 90.2 IDENTIFYING/REASONING: Riddles about orange items
- 91.1 LISTENING/IDENTIFYING: Sounds ("Sounds of People — Actions")
- 91.2 LISTENING/SEQUENCING: Song ("Make a Sound"); Words (comparatives)
- 92.1 BRAINSTORMING/DISCUSSING: Toys
- 92.2 LISTENING/PANTOMIMING: Music for movement ("Round Dance"); Toys
- 93.1 LABELING/DESCRIBING: Body parts; Actions
- 93.2 CHANTING/PANTOMIMING: Rhyme; Actions; Body parts
- 94.1 MATCHING/RELATING/DESCRIBING: Colors; Toys
- 94.2 ASSEMBLING/FOLLOWING DIRECTIONS: Color chips; Words (positional-directional)
- 95.1 LISTENING/REMEMBERING: Story ("Terrapin Turtle's Travel Troubles"); Vehicles
- 95.2 LISTENING/PANTOMIMING: Music for movement ("Contrasts"); Animals; Opposites
- 96.1 BRAINSTORMING/COMPARING: Vehicles; Words (comparatives)
- 96.2 PANTOMIMING: Song ("Make a Sound"); Words (comparatives)
- 97.1 IDENTIFYING/REASONING: Riddles about people
- 97.2 PANTOMIMING: Song ("Make a Sound"); Words (comparatives)
- 98.1 ASSEMBLING/REASONING: Absurdities; Body parts
- 98.2 FOLLOWING DIRECTIONS: Words (positional-directional)
- 99.1 LISTENING/IDENTIFYING/RELATING: Sounds ("Sounds of the Farm in Spring"); Environment (poster "Farm in Spring")
- 99.2 CHANTING/PANTOMIMING: Rhyme
- 100.1 MATCHING/RELATING: Animals; Environment (poster "Farm in Spring")
- 100.2 RELATING/DRAMATIZING: Song ("The Is-Are Song"); Sounds of Animals; Environment (poster "Farm in Spring")
- 101.1 LISTENING/IDENTIFYING: Story ("P. Mooney and Mr. Nobody"); Body parts
- 101.2 FOLLOWING DIRECTIONS: Actions; Body parts
- 102.1 COMPARING/PANTOMIMING: Absurdities; Actions; Body parts
- 102.2 LISTENING/PANTOMIMING: Music for movement ("Contrasts"); Emotions
- 103.1 DESCRIBING: Clothing; Colors; Numbers
- 103.2 FOLLOWING DIRECTIONS/REASONING: Clothing
- 104.1 CLASSIFYING/RELATING: Clothing; Body parts
- 104.2 RELATING/DRAMATIZING: Song ("The Is-Are Song"); Clothing; Body parts
- 105.1 LISTENING/IDENTIFYING/RELATING: Sounds ("Sounds of the Department Store"); Environment (poster "Department Store")
- 105.2 DRAMATIZING/COUNTING: Environment (poster "Department Store"); Counting (color chips)
- 106.1 MATCHING/RELATING: Colors (brown); Environment (classroom)
- 106.2 IDENTIFYING: Colors; Word analysis (rhyming)
- 107.1 BRAINSTORMING: Actions; Animals
- 107.2 DESCRIBING/PANTOMIMING: Actions; Animals

- 108.1 IDENTIFYING/STORYTELLING: Story ("How P. Mooney Got the P. Mooney Stick")
- 108.2 IDENTIFYING/REASONING: Personal identity (names); Word analysis (rhyming)
- 109.1 IDENTIFYING/REASONING: Riddles about animals
- 109.2 LISTENING/DISCUSSING: Song ("I'm P. Mooney")
- 110.1 DISCUSSING/RELATING: Foods; Household items
- 110.2 CLASSIFYING: Song ("Things That Go Together"); Foods
- 111.1 SEQUENCING/REMEMBERING: Foods (fruits)
- 111.2 PANTOMIMING: Song ("The Is-Are Song"); Foods (fruits); Actions; Words (singular-plural)
- 112.1 IDENTIFYING/REASONING: Riddles about clothing; Word analysis (rhyming)
- 112.2 REASONING/PANTOMIMING: Clothing; Absurdities
- 113.1 CLASSIFYING: Colors; Shapes
- 113.2 IDENTIFYING: Song ("Find That Shape")
- 114.1 IDENTIFYING/REASONING: Riddles about household items
- 114.2 IDENTIFYING/PANTOMIMING: Household items
- 115.1 LABELING/MATCHING/RELATING: Colors
- 115.2 FOLLOWING DIRECTIONS: Song ("Find That Color"); Colors
- 116.1 STORYTELLING/DISCUSSING: Story ("P. Mooney and Mr. Nobody")
- 116.2 STORYTELLING/SEQUENCING: Pictures to story ("P. Mooney and Mr. Nobody")
- 117.1 IMAGINING/DISCUSSING: Personal identity (being invisible)
- 117.2 CLASSIFYING/PANTOMIMING: Song ("Things That Go Together"); Actions
- 118.1 LISTENING/IDENTIFYING: Sounds ("Sounds of Vehicles"); Vehicles
- 118.2 REASONING/RELATING: Vehicles for certain trips
- 119.1 IMAGINING/DISCUSSING: Vehicles; Travel
- 119.2 PANTOMIMING: Vehicles
- 120.1 LABELING/DISCUSSING: Environment (poster "Town in Fall")
- 120.2 MATCHING/RELATING/COMPARING: Environment (poster "Town in Fall")
- 121.1 CLASSIFYING/DESCRIBING: Environment (poster "Town in Fall"); People
- 121.2 PANTOMIMING: Song ("Today, Yesterday, and Tomorrow"); Verb Tenses; Actions
- 122.1 LISTENING/IMAGINING: Sounds ("Sounds of People — Voices"); People
- 122.2 BRAINSTORMING/FOLLOWING DIRECTIONS: Song ("Make a Sound")
- 123.1 REASONING/RELATING: Riddles about people
- 123.2 DISCUSSING/PANTOMIMING: Music for movement ("Rhythm Walk"); Machines
- 124.1 LISTENING: Story ("P. Mooney and the Gasless Goose")
- 124.2 VOCABULARY BUILDING: Story ("P. Mooney and the Gasless Goose"); Words
- 125.1 ASSEMBLING/CLASSIFYING: Size (length of color chip chains)
- 125.2 FOLLOWING DIRECTIONS: Size; Words (positional-directional)
- 126.1 CLASSIFYING/RELATING: Animals; Environment
- 126.2 CHANTING/COUNTING/PANTOMIMING: Animals; Rhyme; Numbers
- 127.1 LISTENING/VOCABULARY BUILDING: Story ("P. Mooney and the Gasless Goose"); Word analysis (rhyming)
- 127.2 DRAMATIZING/FOLLOWING DIRECTIONS: Story ("P. Mooney and the Gasless Goose")
- 128.1 REASONING/RELATING: Environment (poster "Department Store"); Poster illustrations to statements
- 128.2 CLASSIFYING/FOLLOWING DIRECTIONS: Absurdities; Actions
- 129.1 REASONING/IDENTIFYING: Riddles about toys
- 129.2 LISTENING/PANTOMIMING: Music for movement ("Rag March"); Parade of horn "players"

- 130.1 BRAINSTORMING/LISTENING: Sounds ("Sounds of People — Actions"); Body parts
130.2 PANTOMIMING: Song ("Today, Yesterday, and Tomorrow"); Verb Tenses; Actions
- 131.1 COUNTING/MATCHING/RELATING: Numbers; Shapes
131.2 CHANTING/COUNTING/PANTOMIMING: Rhyme about bees
- 132.1 STORYTELLING/SEQUENCING: Story ("P. Mooney and Zoey")
132.2 REASONING/RELATING: Absurdities; Body parts; Words (negation)
- 133.1 REASONING/IDENTIFYING: Riddles about foods (fruits and vegetables)
133.2 CLASSIFYING: Song ("Things That Go Together"); Foods (fruits and vegetables)
- 134.1 BRAINSTORMING: Foods
134.2 REMEMBERING/SEQUENCING: Foods
- 135.1 REASONING/RELATING: Body parts; Clothing
135.2 BRAINSTORMING/RELATING: Clothing (pairs); Weather
- 136.1 LISTENING/CLASSIFYING: Environment (poster "Circus"); Sounds ("Sounds of the Circus"); Actions
136.2 DISCUSSING: Sounds; Environment (poster "Circus")
- 137.1 PROBLEM SOLVING: Situations involving P. Mooney and Zoey
137.2 FOLLOWING DIRECTIONS/PANTOMIMING: Music for movement ("Rag March"); Game
- 138.1 BRAINSTORMING/PANTOMIMING: Actions; Body parts
138.2 CHANTING/PANTOMIMING: Rhyme; Body parts; Words (singular/plural)
- 139.1 LISTENING/DISCUSSING: Story ("Jimmy and The Big Question"); Clothing; Animals
139.2 DISCUSSING: Clothing
- 140.1 COUNTING/RELATING: Numbers; Foods
140.2 CHANTING/COUNTING/PANTOMIMING: Rhyme; Numbers
- 141.1 CLASSIFYING/DESCRIBING: Colors; Shapes
141.2 BRAINSTORMING: Colors
- 142.1 LISTENING/IDENTIFYING: Sounds ("Sounds of the Home")
142.2 REASONING/RELATING: Household items to tasks
- 143.1 DESCRIBING/IDENTIFYING: Foods (fruits and vegetables)
143.2 CLASSIFYING/RELATING: Foods (fruits and vegetables)
- 144.1 DESCRIBING/MATCHING: Body parts
144.2 IMAGINING/DISCUSSING: People (family members)
- 145.1 STORYTELLING/DISCUSSING: Story ("The Elephant That Did Not Know How to Listen")
145.2 BRAINSTORMING/LISTENING/IDENTIFYING: Environment; Sounds
- 146.1 LISTENING/IDENTIFYING/DESCRIBING: Sounds ("Sounds of Animals"); Animals
146.2 DESCRIBING: Animals (pets)
- 147.1 IDENTIFYING/REASONING: Riddles about animals
147.2 DESCRIBING: Song ("If and Then Go Together"); Animals
- 148.1 REASONING/RELATING: Shapes to pictured foods
148.2 IDENTIFYING/RELATING: Shapes; Environment (classroom objects)
- 149.1 RELATING/DISCUSSING: People; Vehicles; Travel
149.2 BRAINSTORMING/DESCRIBING: Song ("If and Then Go Together"); Vehicles
- 150.1 CLASSIFYING/DISCUSSING: Toys
150.2 PANTOMIMING: Song ("Hi Ho, Pal"); Toys
- 151.1 BRAINSTORMING/PANTOMIMING: Actions; Body parts
151.2 IDENTIFYING (TOUCHING): Senses (touch)
- 152.1 REASONING/DISCUSSING: Body parts; Handicaps
152.2 DISCUSSING/PANTOMIMING: Actions

- 153.1 DESCRIBING/IDENTIFYING: Riddles created by the children about foods
153.2 FOLLOWING DIRECTIONS/SEQUENCING: Foods; Words (positional-directional)
- 154.1 RELATING/ASSEMBLING: Colors; Numbers; Words (comparatives)
154.2 CHANTING/COUNTING: Rhyme; Numbers
- 155.1 DISCUSSING: Emotions (what makes one laugh)
155.2 SENTENCE BUILDING/RELATING: Funny sentences about three specified items
- 156.1 DESCRIBING/DISCUSSING: Environment (poster "City in Summer")
156.2 CHANTING/IDENTIFYING: Environment (poster "City in Summer"); Rhyme
- 157.1 MATCHING/RELATING: Colors
157.2 CHANTING/BRAINSTORMING: Rhyme; Colors
- 158.1 DISCUSSING: Emotions (feeling happy)
158.2 RELATING/PANTOMIMING: Actions; Emotions (feeling happy)
- 159.1 BRAINSTORMING: Vehicles
159.2 CLASSIFYING/DISCUSSING: Vehicles
- 160.1 DISCUSSING: Emotions (what frightens one)
160.2 LISTENING/PANTOMIMING: Music for movement ("Contrasts"); Emotions
- 161.1 IMAGINING/DISCUSSING: Personal identity (being invisible)
161.2 LISTENING/IDENTIFYING: Classmates' voices
- 162.1 SEQUENCING/PANTOMIMING: Environment; Travel
162.2 LABELING/REASONING: Absurdities; Travel
- 163.1 REASONING/RELATING: Determining situations from pictured items
163.2 MATCHING/RELATING: Color chips to specified items
- 164.1 DESCRIBING/DISCUSSING: Environment (poster "Winter Scene")
164.2 CHANTING/PANTOMIMING: Rhyme about building a snowperson
- 165.1 DISCUSSING: Emotions (feeling sad)
165.2 DISCUSSING/DESCRIBING: Song ("If and Then Go Together"); Emotions (feeling happy and sad)
- 166.1 IDENTIFYING/RELATING: Toys; Word analysis (rhyming)
166.2 DISCUSSING: Personal identity (names)
- 167.1 IDENTIFYING/REASONING: Rhymed riddles about animals
167.2 REASONING/RELATING: Word synthesis; Animals
- 168.1 REASONING/RELATING: Words (compound words)
168.2 LISTENING/RELATING: Words (compound words)
- 169.1 COMPARING: Numbers; Size (color chip chains)
169.2 ASSEMBLING/CHANTING: Rhyme about color chips
- 170.1 STORYTELLING/LISTENING: Story ("Terrapin Turtle's Travel Troubles")
170.2 DISCUSSING: Travel; Vehicles
- 171.1 DISCUSSING: Emotions (negative and positive feelings)
171.2 CHANTING/PANTOMIMING: Emotions (positive and negative feelings)
- 172.1 DISCUSSING: Energy used by vehicles
172.2 CLASSIFYING: Vehicles
- 173.1 LISTENING/IDENTIFYING: Rhyme; Foods
173.2 DISCUSSING: Foods
- 174.1 BRAINSTORMING: Items of specified colors
174.2 REMEMBERING/SEQUENCING: Sounds
- 175.1 DISCUSSING/IMAGINING: Personal identity (occupation)
175.2 DISCUSSING/IMAGINING: People (workers); Travel

- 176.1 LISTENING/IDENTIFYING: Words (compound words)
- 176.2 SENTENCE BUILDING/LISTENING: Words (compound words)
- 177.1 IDENTIFYING/DESCRIBING: Actions; Body parts
- 177.2 DESCRIBING/PANTOMIMING: Absurdities; Actions (copying movable manikin poses)
- 178.1 COMPARING: Household items; Size
- 178.2 DESCRIBING/BRAINSTORMING: Uses for a piece of rope
- 179.1 COMPARING/REASONING: Absurdities; Size
- 179.2 FOLLOWING DIRECTIONS: Size
- 180.1 DISCUSSING/DESCRIBING: Environment (poster "Winter Scene"); Seasons
- 180.2 LISTENING/IDENTIFYING: Sounds ("Sounds of the Winter Scene")
- 181.1 RELATING/REASONING: Animals; Word Analysis; Words (describing words)
- 181.2 LABELING/CHANTING: Animals; Rhyme; Words (describing words)
- 182.1 LISTENING/IDENTIFYING: Sounds ("Sounds of the City in Summer"); Environment (poster "City in Summer"); Actions; People
- 182.2 IDENTIFYING/RELATING: Environment (poster "City in Summer"); Statements to poster illustrations
- 183.1 CLASSIFYING: Groups of four items
- 183.2 BRAINSTORMING/DESCRIBING: Characteristics of specified items
- 184.1 LISTENING/IDENTIFYING: Words (compound words)
- 184.2 SENTENCE BUILDING/LISTENING: Words (compound words); Absurdities
- 185.1 LABELING/REMEMBERING: Foods (fruits and vegetables)
- 185.2 CHANTING/LABELING: Foods (fruits and vegetables); Rhyme; Numbers
- 186.1 LISTENING/REMEMBERING: Story ("P. Mooney and the Gasless Goose")
- 186.2 LISTENING/REASONING: Absurdities; Rhymes
- 187.1 DISCUSSING/IMAGINING: Emotions (feeling angry)
- 187.2 DISCUSSING: Emotions (feeling angry)
- 188.1 REASONING/RELATING: Analogies; Body parts
- 188.2 DISCUSSING/DESCRIBING: Senses (sight, sound); Handicaps
- 189.1 CLASSIFYING/COMPARING: Animals; Words (comparatives)
- 189.2 LABELING/CHANTING: Animals; Rhyme
- 190.1 DISCUSSING/PANTOMIMING: Actions; Body parts
- 190.2 PANTOMIMING/DESCRIBING: Music for movement ("Rhythm Walk"); Actions
- 191.1 DESCRIBING/STORYTELLING: People (workers)
- 191.2 DESCRIBING/REMEMBERING: Memory game about people
- 192.1 LISTENING/STORYTELLING: Story ("P. Mooney, Ophelia, and the Where-Bear")
- 192.2 FOLLOWING DIRECTIONS: Words (positional-directional)
- 193.1 DISCUSSING/ASSEMBLING: Colors; Weather
- 193.2 IMAGINING/DISCUSSING: What one would buy with the rainbow's pot of gold
- 194.1 REASONING/RELATING: Clothes to activities
- 194.2 REASONING: Song ("The Is-Are Song"); Words (action words, singular/plural)
- 195.1 RELATING/LISTENING/IDENTIFYING: Sounds ("Sounds of the Town in Fall"); Environment (poster "Town in Fall"); Sounds to poster illustrations
- 195.2 PREDICTING: Environment (poster "Town in Fall")
- 196.1 DESCRIBING/IDENTIFYING: Vehicles
- 196.2 CLASSIFYING/FOLLOWING DIRECTIONS: Foods; Numbers; Vehicles
- 197.1 LISTENING/REASONING/VOCABULARY BUILDING: Words (homonyms)
- 197.2 FOLLOWING DIRECTIONS: Words (positional-directional)

- 198.1 CLASSIFYING/DESCRIBING: Foods
- 198.2 BRAINSTORMING: Foods; Size
- 199.1 LISTENING/IDENTIFYING: Sounds; Opposites (*loud/soft*)
- 199.2 REASONING: Song ("Make a Sound"); Opposites (*loud/soft*)
- 200.1 FOLLOWING DIRECTIONS/MATCHING/RELATING: Color chips to P. Mooney's and Zoey's outfits
- 200.2 DISCUSSING: Favorite colors
- 201.1 CLASSIFYING/REMEMBERING: Shapes; Colors
- 201.2 BRAINSTORMING: Shapes; Uses for boxes
- 202.1 DISCUSSING: Emotions (being surprised)
- 202.2 IMAGINING/DISCUSSING: Emotions (being surprised)
- 203.1 LISTENING/REASONING: Rhyme; Household items; Word analysis (rhyming)
- 203.2 DISCUSSING/REASONING: Emotions; Safety (what to do when lost)
- 204.1 LISTENING/REMEMBERING: Personal identity (names and addresses)
- 204.2 REMEMBERING/PANTOMIMING: Song ("I'm P. Mooney")
- 205.1 DESCRIBING/REASONING: Words (describing words)
- 205.2 DISCUSSING/IDENTIFYING: Actions; Word analysis (rhyming)
- 206.1 REASONING: Emotions (surprise and anger)
- 206.2 PANTOMIMING/DISCUSSING: Emotions
- 207.1 BRAINSTORMING: Specified numbers of animals, foods, and toys
- 207.2 RELATING: Animals; Time (age); Words (describing words)
- 208.1 PREDICTING/DISCUSSING: Environment (poster "City in Summer")
- 208.2 LISTENING/REASONING: Word analysis (rhyming)
- 209.1 DESCRIBING/IDENTIFYING: Foods (fruits and vegetables)
- 209.2 CLASSIFYING/FOLLOWING DIRECTIONS: Foods (fruits and vegetables); Colors; Numbers
- 210.1 LISTENING/REASONING/VOCABULARY BUILDING: Words (homonyms)
- 210.2 CHANTING/FOLLOWING DIRECTIONS: Rhyme; Numbers
- 211.1 IDENTIFYING/BRAINSTORMING: Household items
- 211.2 IMAGINING/DISCUSSING: Personal identity (a room of one's own); Environment
- 212.1 ASSEMBLING: Shapes; Size
- 212.2 IMAGINING/DISCUSSING: Environment
- 213.1 LISTENING/REASONING: Words (compound words)
- 213.2 LISTENING/IDENTIFYING: Words (compound words)
- 214.1 CLASSIFYING: Animals; Body parts
- 214.2 FOLLOWING DIRECTIONS: Animals
- 215.1 BRAINSTORMING/DISCUSSING: Animals; Body parts
- 215.2 IMAGINING/DISCUSSING: Body parts; Handicaps
- 216.1 REASONING: Absurdities
- 216.2 DISCUSSING: Environment; Personal identity
- 217.1 CLASSIFYING: Groups of four words
- 217.2 BRAINSTORMING/DESCRIBING: Characteristics of specified items
- 218.1 SEQUENCING: Shapes
- 218.2 IMAGINING/DISCUSSING: Personal identity (where one would like to live); Environment
- 219.1 LISTENING/IDENTIFYING: Foods; Word analysis
- 219.2 DESCRIBING: Foods
- 220.1 SEQUENCING: Shapes
- 220.2 DISCUSSING: Environment (grocery stores)

- 221.1 IDENTIFYING/RELATING: Words (negation)
- 221.2 LISTENING/IDENTIFYING: Word synthesis
- 222.1 PREDICTING: Environment (poster "Farm in Spring")
- 222.2 COUNTING: Environment (poster "Farm in Spring")
- 223.1 PREDICTING: Consequences of specified actions
- 223.2 FOLLOWING DIRECTIONS: Actions; Time
- 224.1 BRAINSTORMING: Senses (sight, sound)
- 224.2 DISCUSSING: Actions; Time
- 225.1 REASONING/PANTOMIMING: Poses of movable manikin
- 225.2 LISTENING/REASONING: Absurdities
- 226.1 LISTENING/REASONING: Absurdities
- 226.2 IMAGINING/DISCUSSING/PANTOMIMING: Size (being very small)
- 227.1 LISTENING/IDENTIFYING: Word synthesis
- 227.2 DISCUSSING: Sounds one likes
- 228.1 BRAINSTORMING: Animals
- 228.2 LISTENING/IDENTIFYING: Sounds ("Sounds of Animals")
- 229.1 STORYTELLING/DISCUSSING: Story ("How P. Mooney Got the P. Mooney Stick")
- 229.2 DISCUSSING: Personal identity (relationships)
- 230.1 REASONING: Words (action, naming)
- 230.2 DISCUSSING/VOCABULARY BUILDING: Words (action); Personal identity (where one likes to hide)
- 231.1 DISCUSSING: Colors; Environment
- 231.2 ASSEMBLING/FOLLOWING DIRECTIONS: Colors
- 232.1 REASONING/RELATING: Groups of illustrations
- 232.2 BRAINSTORMING/CLASSIFYING: Song ("Things That Go Together")
- 233.1 PROBLEM SOLVING: Solutions to P. Mooney's and Zoey's problems
- 233.2 PANTOMIMING: Song ("Zoey")
- 234.1 LISTENING/IDENTIFYING: Words (compound words)
- 234.2 PROBLEM SOLVING/RELATING: Household items needed for specified tasks
- 235.1 REASONING/RELATING: Body parts; Words (positional-directional)
- 235.2 DISCUSSING/REMEMBERING: Personal identity (what one best likes to do)
- 236.1 IMAGINING/DISCUSSING: Environment
- 236.2 DISCUSSING: Absurdities; Travel
- 237.1 LISTENING/IDENTIFYING/RELATING: Sounds ("Sounds of the Home") to rooms in which they might occur
- 237.2 BRAINSTORMING: Environment (home); Household items
- 238.1 RELATING: Opposites
- 238.2 COMPARING/CLASSIFYING: Foods; Senses (taste)
- 239.1 RELATING/REASONING: Animals; Analogies
- 239.2 IMAGINING/DISCUSSING: Animals; Personal identity (what pet one would choose)
- 240.1 LISTENING/IDENTIFYING: Numbers; Word analysis (rhyming)
- 240.2 SENTENCE BUILDING/RELATING: Funny sentences about three specified items
- 241.1 LABELING/REMEMBERING: Colors
- 241.2 RELATING: Colors to holidays
- 242.1 COMPARING/SEQUENCING: Size (heights)
- 242.2 REASONING: Absurdities; Size (heights); Words (comparatives)
- 243.1 CLASSIFYING/REASONING: Words (compound words)
- 243.2 BRAINSTORMING: Foods

- 244.1 SEQUENCING/DESCRIBING: Animals; Size
- 244.2 COMPARING/CLASSIFYING: Song ("If and Then Go Together"); Animals; Size
- 245.1 CLASSIFYING: Groups of five words
- 245.2 BRAINSTORMING/DESCRIBING: Words (describing words)
- 246.1 DESCRIBING: People; Verb Tenses
- 246.2 LISTENING/REMEMBERING/SEQUENCING: Sounds clapped in patterns
- 247.1 LISTENING/IDENTIFYING: Word synthesis
- 247.2 IMAGINING/DISCUSSING: Clothing
- 248.1 LABELING/COUNTING/CLASSIFYING: Foods; Numbers
- 248.2 LISTENING/REMEMBERING: Foods
- 249.1 PREDICTING: Environment (poster "Circus")
- 249.2 COUNTING: Environment (poster "Circus"); Numbers
- 250.1 REASONING/DESCRIBING: Absurdities
- 250.2 DISCUSSING: Emotions (how it feels to have a promise broken)
- 251.1 PROBLEM SOLVING: Solutions to P. Mooney's and Zoey's problems
- 251.2 COUNTING/BRAINSTORMING: Numbers; Colors
- 252.1 LISTENING/REASONING/VOCABULARY BUILDING: Words (homonyms)
- 252.2 DISCUSSING: Senses (sight, touch); Personal identity (what one most likes to see and touch)
- 253.1 REASONING/PANTOMIMING: Poses of movable manikin
- 253.2 LISTENING/REASONING: Word analysis (rhyming)
- 254.1 SENTENCE BUILDING/RELATING: Sentences about three specified items
- 254.2 IMAGINING/DISCUSSING: Contents of an imaginary box
- 255.1 IDENTIFYING/RELATING: Environment (poster "Town in Fall"); Statements to poster illustrations
- 255.2 REASONING: Absurdities
- 256.1 BRAINSTORMING: Body parts; Clothing; Household items
- 256.2 REASONING/RELATING: Foods; Opposites; Time
- 257.1 DESCRIBING/STORYTELLING: People
- 257.2 DESCRIBING/REMEMBERING: People
- 258.1 IDENTIFYING/REASONING: Colors; Word analysis (rhyming)
- 258.2 SENTENCE BUILDING/RELATING: Funny sentences about two specified items
- 259.1 CLASSIFYING/COUNTING/DESCRIBING: Shapes; Numbers; Colors
- 259.2 IMAGINING/DISCUSSING: Emotions (being sad)
- 260.1 DISCUSSING/REASONING: Size
- 260.2 IMAGINING/DISCUSSING: Absurdities; Body parts
- 261.1 LABELING/CLASSIFYING: Vehicle parts and wholes
- 261.2 LISTENING/REMEMBERING: Travel
- 262.1 COUNTING/CLASSIFYING: Numbers; Toys
- 262.2 LISTENING/IDENTIFYING/DESCRIBING: Sounds ("Sounds of Toys"); Toys
- 263.1 DISCUSSING/PANTOMIMING: Jointed body parts
- 263.2 SENTENCE BUILDING/RELATING: Funny sentences about three specified items
- 264.1 PREDICTING: Consequences of situations
- 264.2 LISTENING/REASONING: Word analysis (rhyming)
- 265.1 RELATING/DISCUSSING: Relationship between two pictured items
- 265.2 REASONING/RELATING: Body parts; Riddles
- 266.1 COMPARING: Same/different
- 266.2 IMAGINING/DISCUSSING: Imaginary items from the P. Mooney bag

- 267.1 LISTENING/IDENTIFYING: Word synthesis
267.2 DISCUSSING: Senses (smell); Personal identity (favorite smells)
- 268.1 IMAGINING/STORYTELLING: People
268.2 DISCUSSING: Emotions (feeling happy); Personal identity (friends)
- 269.1 CLASSIFYING/DISCUSSING: Words (negation)
269.2 BRAINSTORMING: Clothing; Weather
- 270.1 LISTENING/IDENTIFYING/STORYTELLING: Sounds ("Sounds of People — Actions"); Sounds; Actions; People
270.2 BRAINSTORMING: Actions
- 271.1 CLASSIFYING: Toys
271.2 REASONING/DESCRIBING: Absurdities; Toys
- 272.1 COUNTING/SEQUENCING: Numbers; Shapes
272.2 COUNTING: Numbers; Shapes
- 273.1 PREDICTING/DISCUSSING: Environment (poster "Department Store")
273.2 COUNTING: Environment (poster "Department Store")
- 274.1 DISCUSSING: Emotions (being excited); Personal identity (one's most exciting experience)
274.2 BRAINSTORMING/DISCUSSING: Actions; Emotions (being excited)
- 275.1 IMAGINING/STORYTELLING: Stories from groups of four pictures
275.2 FOLLOWING DIRECTIONS: Actions; Time (*before/after*)
- 276.1 CLASSIFYING/DESCRIBING: Words (negation)
276.2 FOLLOWING DIRECTIONS: Actions; Time (*after*)
- 277.1 LISTENING/REMEMBERING: Story ("P. Mooney and The Kiwi")
277.2 DRAMATIZING/REMEMBERING: Story ("P. Mooney and The Kiwi")
- 278.1 REASONING: Time (duration)
278.2 COUNTING/CHANTING: Numbers; Rhyme
- 279.1 REASONING/DESCRIBING: Animals; Words (describing words)
279.2 DESCRIBING: Animals
- 280.1 REASONING/RELATING: Opposites
280.2 IMAGINING/DISCUSSING: Dragons
- 281.1 RELATING/DISCUSSING: Words
281.2 FOLLOWING DIRECTIONS: Time (*before/after*); Actions
- 282.1 RELATING/DISCUSSING: Clothing; Weather
282.2 SENTENCE BUILDING/RELATING: Funny sentences about three specified items
- 283.1 LISTENING/IDENTIFYING: Numbers; Word analysis (rhyming)
283.2 DISCUSSING: Personal identity (things one no longer cares to do)
- 284.1 REASONING: Time (duration)
284.2 REASONING/CLASSIFYING: Numbers; Words (naming words)
- 285.1 CLASSIFYING: Clothing
285.2 REASONING/DESCRIBING: Absurdities; Clothing
- 286.1 LISTENING/IDENTIFYING: Words (homonyms)
286.2 REASONING/FOLLOWING DIRECTIONS: Animals; Words (describing words)
- 287.1 PROBLEM SOLVING: Solutions to P. Mooney's and Zoey's problems
287.2 BRAINSTORMING: Opposites (hot and cold items)
- 288.1 DESCRIBING/IDENTIFYING: Foods (fruits and vegetables)
288.2 FOLLOWING DIRECTIONS: Foods (fruits and vegetables)
- 289.1 REASONING/DISCUSSING: Environment (poster "City in Summer")
289.2 IMAGINING/DISCUSSING: Environment (poster "City in Summer")

- 290.1 IMAGINING/STORYTELLING: People
290.2 PANTOMIMING: Song ("Today, Yesterday, and Tomorrow"); Actions
- 291.1 COMPARING: Same/Different
291.2 BRAINSTORMING/DESCRIBING: Characteristics of specified items
- 292.1 LISTENING/IDENTIFYING/STORYTELLING: Sounds ("Sounds of Vehicles"); Vehicles
292.2 REMEMBERING/DESCRIBING: Vehicles
- 293.1 LISTENING/REMEMBERING: Story ("P. Mooney and Zoey")
293.2 MATCHING/RELATING: Colors
- 294.1 REASONING/RELATING: Foods; People
294.2 RELATING: Opposites
- 295.1 DESCRIBING/REMEMBERING: People (family members)
295.2 LISTENING/PANTOMIMING: Music for movement ("Rhythm Walk"); Moving like a caterpillar
- 296.1 DISCUSSING: Energy (electricity)
296.2 COUNTING/FOLLOWING DIRECTIONS: Numbers
- 297.1 DISCUSSING: Emotions (being shy)
297.2 REASONING/DISCUSSING: Emotions
- 298.1 CLASSIFYING: Household items
298.2 REASONING/FOLLOWING DIRECTIONS: Household items
- 299.1 IMAGINING/STORYTELLING: Stories about groups of four items
299.2 DISCUSSING/IMAGINING: Animals (pets)
- 300.1 REASONING/RELATING: Actions; Foods
300.2 SENTENCE BUILDING/REMEMBERING: Foods
- 301.1 COMPARING: Actions; Time (duration)
301.2 COUNTING/CHANTING: Numbers; Rhyme
- 302.1 REASONING/RELATING: Environment (poster "Winter Scene"); Statements to poster illustrations
302.2 COUNTING: Environment (poster "Winter Scene"); Numbers
- 303.1 LISTENING/IDENTIFYING: Word analysis; Words (compound words)
303.2 LISTENING/REASONING: Word analysis; Words (compound words)
- 304.1 MATCHING/FOLLOWING DIRECTIONS: Numbers
304.2 PANTOMIMING: Song ("Find That Number"); Numbers
- 305.1 REASONING/RELATING: Words
305.2 REASONING/RELATING: Opposites
- 306.1 PANTOMIMING/IDENTIFYING: People (workers)
306.2 SENTENCE BUILDING/REMEMBERING: Travel
- 307.1 CLASSIFYING: Words
307.2 BRAINSTORMING/DESCRIBING: Characteristics of specified items
- 308.1 CLASSIFYING/COUNTING/DESCRIBING: Numbers; Shapes
308.2 REASONING/COMPARING: Size (length/height); Words (comparatives)
- 309.1 RELATING/DISCUSSING: Words
309.2 BRAINSTORMING/CLASSIFYING: Groups of specified items
- 310.1 BRAINSTORMING/COUNTING: Animals; Foods; Numbers
310.2 REMEMBERING/DISCUSSING: Emotions; Personal identity; Safety
- 311.1 LISTENING/STORYTELLING: Sounds ("Sounds of the Circus"); Environment (poster "Circus")
311.2 VOCABULARY BUILDING/DISCUSSING: Numbers; Word analysis
- 312.1 DESCRIBING/DISCUSSING: Animals
312.2 DISCUSSING/RELATING: Time (seasons)

313.1 COMPARING: Size; Words (comparatives)
 313.2 REASONING/RELATING: Opposites

314.1 PROBLEM SOLVING: Environment (classroom)
 314.2 LISTENING/REMEMBERING/SEQUENCING: Actions (patterns clapped out)

315.1 DISCUSSING: Emotions (being proud)
 315.2 REASONING/RELATING: Emotions to situations

316.1 LABELING/COUNTING: Body parts; Numbers
 316.2 LISTENING/PANTOMIMING: Music for movement ("Rhythm Walk"); Actions

317.1 BRAINSTORMING: Foods
 317.2 SENTENCE BUILDING/SEQUENCING/REMEMBERING: Foods

318.1 RELATING/PANTOMIMING: People (workers) to pantomimed actions
 318.2 IMAGINING/DISCUSSING: Environment (classroom); Personal identity (what one would do as teacher)

319.1 STORYTELLING/SEQUENCING: Story ("P. Mooney and Mr. Nobody"); Body parts
 319.2 REASONING/RELATING: Body parts

320.1 BRAINSTORMING: Actions; Vehicles; People (workers)
 320.2 IMAGINING/DISCUSSING: Body parts (what not being able to open one's mouth would be like)

321.1 RELATING/DESCRIBING: Foods (cooked to uncooked)
 321.2 RELATING: Parts and wholes

322.1 REASONING/DESCRIBING: Environment (poster "Winter Scene")
 322.2 COUNTING: Environment (poster "Winter Scene")

323.1 IMAGINING/STORYTELLING: Sounds
 323.2 LISTENING/IDENTIFYING/DISCUSSING: Sounds ("Sounds of People — Actions"); People

324.1 LISTENING/IDENTIFYING: Numbers; Word analysis (rhyming)
 324.2 IMAGINING/DISCUSSING: Environment (poster "Winter Scene"); Seasons

325.1 LISTENING/IDENTIFYING: Word analysis
 325.2 LISTENING/REASONING: Word analysis

326.1 CLASSIFYING: Vehicles; Energy
 326.2 BRAINSTORMING/DISCUSSING: Energy; Travel

327.1 PREDICTING/STORYTELLING: Various situations
 327.2 BRAINSTORMING: Living and non-living things

328.1 COMPARING/DISCUSSING: Time (duration)
 328.2 DESCRIBING/DISCUSSING: Time

329.1 PREDICTING/DISCUSSING: Environment (poster "Farm in Spring")
 329.2 LISTENING/PANTOMIMING: Music for movement ("Round Dance"); Animals

330.1 REASONING/RELATING: Actions; Time
 330.2 LISTENING/REASONING/VOCABULARY BUILDING: Riddles; Words (homonyms)

331.1 LISTENING/REMEMBERING: Story ("The Elephant That Did Not Know How to Listen")
 331.2 DRAMATIZING: Story ("The Elephant That Did Not Know How to Listen")

332.1 RELATING: Parts and wholes
 332.2 BRAINSTORMING: Parts and wholes (things that have handles)

333.1 COMPARING: Foods (fruits and vegetables); Size; Color; Senses (touch)
 333.2 DISCUSSING: Puppets (P. Mooney)

334.1 BRAINSTORMING/CLASSIFYING: Groups of specified items
 334.2 IMAGINING/DISCUSSING: Travel; Personal identity (what being able to fly would be like)

335.1 CLASSIFYING: Foods
 335.2 FOLLOWING DIRECTIONS/REASONING: Foods; Actions

336.1 STORYTELLING: Sounds
 336.2 LISTENING/IDENTIFYING: Sounds ("Sounds of Toys"); Handicaps; Toys

337.1 REASONING/DISCUSSING: Environment (poster "City in Summer")
 337.2 REMEMBERING/LABELING: Environment (poster "City in Summer")

338.1 IMAGINING/DISCUSSING: Environment; Travel
 338.2 FOLLOWING DIRECTIONS: Actions; Words (*before, while, after*)

339.1 IMAGINING/DISCUSSING: Travel; Time
 339.2 LISTENING/REASONING: Word analysis

340.1 CLASSIFYING/DESCRIBING: Colors; Numbers; Shapes
 340.2 BRAINSTORMING: Shapes

341.1 DISCUSSING: Household items; Energy
 341.2 IMAGINING/DESCRIBING: Machines

342.1 REASONING/FOLLOWING DIRECTIONS: Environment (living things)
 342.2 BRAINSTORMING: Environment (living and non-living things)

343.1 DISCUSSING: Time (seasons)
 343.2 IMAGINING/DISCUSSING: Vehicles; Personal identity (what one would choose to fill up a truck)

344.1 LISTENING/IDENTIFYING/STORYTELLING: Sounds ("Sounds of the Department Store"); Environment
 344.2 BRAINSTORMING: Environment

345.1 LISTENING/STORYTELLING: Story ("P. Mooney and the Gasless Goose")
 345.2 REASONING: Absurdities; Word analysis (rhyming)

346.1 REASONING: Environment (poster "City in Summer"); Words (*anytime, sometime*)
 346.2 LISTENING/IDENTIFYING: Riddles; Words (homonyms)

347.1 PANTOMIMING/IDENTIFYING: Actions
 347.2 BRAINSTORMING/RELATING: Actions to objects

348.1 RELATING/DISCUSSING: Words
 348.2 LISTENING/REASONING: Word analysis

349.1 PREDICTING/DISCUSSING: Environment (poster "Winter Scene"); Cause and effect
 349.2 COMPARING: Words (comparatives)

350.1 BRAINSTORMING/DESCRIBING: Animals (spider); Words (describing words)
 350.2 STORYTELLING: Animals (spider)

351.1 STORYTELLING: Sounds
 351.2 BRAINSTORMING/RELATING: Emotions to sounds

352.1 BRAINSTORMING: Parts and wholes (things that have windows)
 352.2 IMAGINING/DISCUSSING: A castle's interior

353.1 REASONING/DISCUSSING/VOCABULARY BUILDING: Words (homonyms)
 353.2 IMAGINING/DISCUSSING: Words (imagined meanings of nonsense words)

354.1 LISTENING/IDENTIFYING: Words (compound words)
 354.2 REMEMBERING/FOLLOWING DIRECTIONS: Numbers

355.1 IMAGINING/DISCUSSING: Environment (poster "City in Summer"); Time (seasons)
 355.2 COUNTING: Environment (poster "City in Summer")

356.1 DESCRIBING: Toys; Parts and wholes (front, back, top, bottom)
 356.2 LISTENING/IDENTIFYING: Words (positional-directional)

357.1 BRAINSTORMING/RELATING: Words and phrases associated with fire
 357.2 IMAGINING/STORYTELLING: Story about fire

358.1 BRAINSTORMING: Sounds of living and non-living things
 358.2 FOLLOWING DIRECTIONS: Foods; Words (linking words)

- | | |
|-------|--|
| 359.1 | IMAGINING/DISCUSSING: Handicaps; Senses (sound) |
| 359.2 | DESCRIBING: Parts and wholes (front, back) |
| 360.1 | REMEMBERING/DISCUSSING: Stories; Story characters |
| 360.2 | REMEMBERING/DISCUSSING: Puppets; Songs ("Zoey," "I'm P. Mooney") |

AGS American Guidance Service
Circle Pines, Minnesota 55014

TEACHER'S GUIDE

AGS American Guidance Service
Circle Pines, Minnesota 55014



PEABODY LANGUAGE DEVELOPMENT KITS—REVISED
SENIOR AUTHOR *Lloyd M. Dunn*

LEVEL P